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Education.

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ABSTRACT

Volume II of the St. Louis Public Schools evaluation report on programs, projects, services, and activities funded in whole or in part under Elementary Secondary Education Act Title I is organized into two parts, each focusing on one component. Component Five, 'Non-public Schools, services and projects' serviced 18 Catholic and 5 Lutheran schools. The program was designed to provide remedial assistance in reading, mathematics and language arts to eligible and identified students. The program consisted of providing equipment and materials for the use of Title I teachers and aides. The objectives of the program were to improve by at least eight months the score of students in Title I programs on Iowa Tests of Basic Skills reading and mathematics and to improve the teaching skills of all eligible Title I teachers involved in teaching eligible Title I students. The results indicated that while most of the students made some gains in achievement, the objective of eight months gain was generally not accomplished. Component Six, Neglected and Delinquent' provided aid to the several facilities, public and non-public within the St. Louis area which provide much needed residential care for neglected and delinquent children. Educational programs are provided for these children throughout the school and continued to some degree during the summer. (JM)



St. Louis Public Schools
Mr. Clyde Miller, Superintendent

ESEA TITLE I
EVALUATION REPORT
1973-74

Volume 2

BEST COPY AVAILABLE

All reports in this document were completed by the Division of Evaluation during the 1973-74 school year.

DIVISION OF EVALUATION

Dr. Stephen Daeschner, Director
Dr. Jean José, Coordinator, Title I Evaluation

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October, 1974

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FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

Pert II-3

Evaluation of Total Activities
Including New - Public School Children
Title I

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For regular year activities involving non-public children all appropriate pages must be completed.

TABLE 1

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Indicate the unduplicated number of chil 'ten who participated in activities by grade level.

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TABLE 2

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FISCAL YEAR 1974. LOCAL EDUCATIONAL AGENCY ANNUAL EW LUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title 1 Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

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PROGRESS REPORT OUTLIN	E FOR TITLE I INSTRUCTIONAL ACTIVITY	
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• Indicate the person (s) doing this evaluation	Schools Services (Chere	One)
() Superintendent		
() Counselor	Name and Title of the person primarily responsib evaluation of this activity.	le for
() Classroom teacher	Dr. Jean Jose	
() Principal	Telephone Number 314-865-4550	
(V) Other (Specify) Staff of the Div. Evaluator: Dr.	ision of Evaluation	
• Indicate, in number of weeks, the length of ti		
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469 Regular year	Summ	(4t
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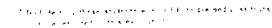
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Page 3 Pure 118 Instructional

Projects: Language Arts

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Page 4 Part IIB Instructional

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	To what degree were the objectives of this activity reached?
10.	Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?
11.	Make recommendation of changes needed for this activity.
	·
12.	Describe any unique or innovative features of this activity.
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13.	Include such other information or items which are deemed necessary to show the effectiveness or changes resulting it in the Title Lactivity. Attach as more care.



PROJESS REPORT OF TEDAL OF THE FAUSTIC HOND ACTIVITY CONTINUED REPORT OF STUDENTS MIGH BIP SOFTER FLOW LOSE TEST FOR LAMBUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate to c. The student process will be to a used by comparing students post test score a airst the national norm for the student it the time of the first test.

TABLE 6

STUDENT INFIALS	POST TEST GRADE FQUIVALENT SCORE	NATIONAL NORV * UXPLCTI D	DIFFLRENCE + or -
<u>\.I.</u>	3.7	3.8	1
Grade 1	2,4	1.8	0.6
2	2.7	2.8	0.1
3	2.7	3.8	-1.1
4	3.1	4.8	-1.7
5	3.6	5.8	-2.2
5	4.7	6.8	-2.0
7	5.4	7.8	-2.3
8	€.6	8.8	-2,1
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^{*} The National notes is from the test parenal and is depondent upon the time of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data.

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1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate the c. The student piolicess will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * LXPECTED	DIFFERENCE + or -
N.1.	3.7	3.8	1
Grade 1		1.8	
2	2.7	2.8	-0.1
3 •	2.9	3.8	-0.9
4	3.7	4.8	-1.1
5	4.5	5.8	-1.3
6	5.5	6.8	<u>-i.2</u>
7	6.5	7.8	-1.2
8	6.9	8.8	-1.8

^{*} The National moon is from the test namual and is dependent upon the time of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data.

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1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDEN I INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATION AL NORM * EXPLCTED	DIFFERENCE + or -
N.I.,	3.7	3,8	1
Grade 1	1.6	1.8	-0.2
2	2.1	2.8′	-0.7
3	3.0	3.8	-n.8
4	3.7	4 8	-1.1
5	4.5	5.8	-1.3
6	5.2	6.8	-1.5
7	6.3	7.8	-1.4
8	7.1	8.8	-1.6
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^{*} The National norm is from the test manual and is dependent upon the time of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data,

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SUMMARY

The nonpublic Title I program, servicing eighteen Catholic and five Lutheran schools, was designed to provide remedial assistance in reading, mathematics and language arts to eligible and identified students. The program consisted of providing equipment and materials for the use of Title I teachers and aides.

The objectives of the program were to improve by at least 8 months the score of students in Title I programs on Iowa Tests of Basic Skills reading and mathematics and to improve the teaching skills of all eligible Title I teachers involved in teaching eligible Title I students. Objective test scores and questionnaires were used to determine whether the objectives had been met. The results indicated that while most of the students made some gains in achievement, except for Grade 6, the objective of 8 months gain was generally not accomplished.

In general, the second objective, that of teachers and aides improving teaching skills, was met. Teachers indicated they felt the workshops were helpful and in addition they used many of the ideas in their classroom activities.

The effec' veriess of the use of the Hoffman Program was investigated and it was found that while the teachers liked it and wanted to continue using it, the students made no greater gain in achievement than those in the standard Title I programs.

The desirability of having a full-time Coordinator was investigated and all indications were that the program would function more efficiently with a full-time Coordinator. This change was made effective May, 1974.

The results of the evaluation suggest the following major recommendations for the nonpublic Title I program:

- 1. Consideration should be given to determining why greater achievement gains were not made in the grades which did not meet the objective.
- 2. Inservice training should be continued and should be focused on needs of the teachers and aides as determined by a needs assessment.
- 3. The Hoffman program should be investigated further before expanding into other schools.
- 4. The position of Coordinator should be full-time. This was accomplished effective May, 1974. Role and duties of Coordinator should be clearly specified.



PROGRAM DESCRIPTION

During the 1973-74 school year, eighteen Catholic and five Lutheran schools participated in the nonpublic Title I instructional program. The programs in the nonpublic schools included reading, mathematics, and language arts. One of the schools was a high school (grades 9 through 12) and twenty-one were elementary schools (grades ranged from Kindergarten through 8). During the year, one Catholic school withdrew from the program as a result of merging with another school because of an insufficient number of students.

The elementary children participating in the nonpublic Title I program met two eligibility requirements: first, they lived within the target area as described by the Local Education Agency, LEA; and second, they scored below an indicated grade equivalent on a standardized achievement test. Children in grades 2 and below were included on the basis of teacher recommendations. There were 1,535 students included in the nonpublic Title I program in the elementary schools. The high school students participating in the nonpublic Title I program also lived within the target area as described by the LEA and scored below the indicated percentile rank as measured by the Test of Academic Progress. There were 63 students included in the nonpublic high school Title I program.

Prior to this year, equipment, materials, audiovisual services, inservice training, Saturday and afternoon instructional programs and Summer School Program were provided by Title I funds; however, during the 1973-74 year Title I teachers and teacher aides were added, and Title I instruction was presented during the regular school year.

The Title I teachers worked with small groups of identified Title I students in remedial reading, math and language arts. Groups ranged in size from 3 to 13 students. Eineteen teachers and nineteen aides were involved in the program. Because of the small number of eligible and identified students in some schools, nine of the Title I teachers and nine Title I teacher aides were assigned to more than one school.

Another change this year involved the administration of the Nonpublic Title I program. In previous years the coordinator worked on a 25% part-time basis. This year the coordinator's time was increased to a 60% part-time basis in December and then to full-time basis in May.

In addition to the services of Title I teachers and aides, the Title I non-public schools continued to receive audiovisual equipment purchased in previous years with Title I funds. Additional films were purchased during fiscal '74 for use in nonpublic schools. Delivery and pick-up service for this equipment was also provided with Title I funds.

In general, the purpose of the nonpublic Title I program was to improve the skills of identified students by individual or small group instruction provided by a Title I teacher with the assistance of a Title I teacher's aide utilizing equipment and materials provided by Title I funds. Specifically the objectives of the program were:(1) to improve by at least 8 months the mean score of students in Title I programs on ITBS reading and mathematics (Gr. 2-8), and (2) to improve the teaching skills of all teachers involved in teaching eligible Title I students.



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EVALUATION

<u>Overview</u>: The evaluation design for the Title I Nonpublic Schools Program included the following components:

- 1. Performance objectives were set by the Title I nonpublic staff for the entire program.
- 2. Standardized achievement data (Iowa Tests of Basic Skills, Primary Battery for Grades 1 and 2; Iowa Tests of Basic Skills for Grades 3 through 8; and Comprehensive Tests of Basic Skills for Kindergarten) were collected from pre- and post-tests to determine the amount of gain for the school year.
- 3. Standardized achievement data were collected on former Title I nonpublic students and compared with students currently in the programs.
- 4. Information concerning the effects of the inservice meetings was collected by means of questionnaires and observations.
- 5. Recommendations and concerns of the nonpublic Title I teachers, aides, and principals in the participating schools were collected by means of questionnaires.
- 6. A questionnaire was used to collect information concerning self-concept of students participating in the program and of a control group of students not included in the program.
- 7. Standardized achievement data were used to compare the progress of students using the Hoffman Reading Lab to students rot using the Hoffman Reading Lab.
- 8. A questionnaire was used to collect information concerning the function of the Nonpublic Coordinating Council.

Appropriate forms for the collection of the data were designed by the Division of Evaluation and distributed to the Title I nonpublic staff.

Evaluation Questions: The evaluation attempted to answer the following questions:

- 1. What is the average gain in achievement made by Title I students in each nonpublic school in the areas of reading, math and language arts?
- 2. Is the achievement gain comparable for students involved in different programs (Reading; Mathematics; Reading and Mathematics; Language Arts; Language Arts and Reading; Language Arts and Mathematics; Language Arts, Reading and Mathematics)?
- 3. Are the nonpublic Title I student gains equal to RIT student gains?



- 4. Are all nonpublic Title I student gains equal to R/15 student gains?
- 5. Are this year's achievement gains equal to last year's gains?
- 6. Is the nonpublic Title I student achievement equal to the national norm?
- 7. Is there a difference between achievement gains of students using the Hoffman Reading Lab and students who are using standard traditional materials.
- 8. Has there been a change in student self-concept as a result of the Title I program?
- 9. Are Title I teachers using the ideas from the Inservice Training Program?
- 10: How do principals, Title I teachers and aides perceive the program?
- 11. What is the relationship between the Coordinating Council, the Coordinator, and the school personnel?

Objectives: The overall objectives of the Title I nonpublic program were:
(1) to improve by at least 8 months the mean score of the students in Title I programs on the ITBS reading and mathematics subtests (Grades 2-8), and (2) to improve the teaching skills of all teachers involved in teaching eligible Title I students.

Results: The results of the pre-post-achievement-testing are presented in Tables 1 and 2. Pretests were administered in Spring, 1973 and post-tests in Spring, 1974. It should be noted that not all students participated in all programs (i.e., some students received only reading instruction, others only mathematics instruction, etc.).

In Table 1 it can be seen that in grade 1 the objective was accomplished only in the area of Reading; in grade 2, in Word Analysis, Language and Composite; and in grade 3, it was accomplished in no area tested.

As can be seen from Table 2, only grade 6 accomplished the objective of achieving at least 8 months gain in 10 months in all areas tested. Grade 8 achieved the objective in three of the four areas tested; grade 7 achieved it in two areas tested; and grade 4 achieved it in only one area. Grade 5 did not reach the goal of 8 months gain in any area tested. On the composite scores only grades 6 and 8 accomplished the objective.

The gains for grades 4-8 ranged from 6 months (Grade 4, Reading Comprehension) to 11 months (Grade 4, Vocabulary). It is interesting to note that both the least amount of gain and the greatest amount of gain was obtained by the same grade (Grade 4) on two highly related subjects (Reading and Vocabulary).



TABLE 1

PRE-POST ACHIEVEMENT GAINS FOR 1973-74 ON IOWA TESTS OF BASIC SKILLS FOR NONPUBLIC TITLE I STUDENTS IN GRADES 1-3

	Months Gain	0.	8.0	8.
31.			89	3 .
COMPOSITE	Post- Test Mean	1.87	2.8	3.5.
O	Pre- Test Mean	1.17	2.03	2.85
	Post- F Test Months 1 Mean Gain A	5.0	7.4	7.3
ARITHMETIC	Post- Test Mean	1.88	2.67	3.56
AR.	Pro- Test Mean	1.38	1.94	2.83
	Pre- Post- Test Test Months Mean Mean Gain	5.2 0.96 2.08 11.2 1.33 1.89 5.6 1.38 1.88 5.0 1.17 1.87 7.0	7.2 2.20 3.05 8.5 1.94 2.67 7.4 2.02 2.82	0.0 2.81 3.50 6.8 3.17 3.87 7.0 2.83 3.56 7.3 2.85 3.53 6.8
LANGUAGE	Post- Test Mean	1.89	3.05	3.87
a	Pre- Test Mean	1.33	2.20	3.17
	Months Gain	11.2	7.2	6.8
READING	Post- Test Mean	2.08	9.3 2.05 2.77	3.50
14	Pre- Test Mean	96.0	2.05	2.81
SIS	Konths		9.3	0.0
WORD AWALYSIS	Post- Test Mean	1.72	2.91	00.00
WORD	Pre- Test Mean	1.20	7.6 1.97	00.0 00.0
	Months Gain	1** 29 1.01 1.74 7.3 1.20 1.72	7.6	5.2
VOCABULARY	Post- Test Kean	1.74	2.72	3.32
VOCA	Pre- Test Mean	1.01	214 1.96 2.72	3*** 230 2.80 3.32
		29	214	230
	Grade N*	1**	~	3***

* Scudents present for both pre- and post- tests. ** Includes only students repeating Grade 1 since others do not have pretest score. *** Comparison of Primary Grade 2 (pretest) to Standard Grade 3 (post-test), therefore Mord Analysis comparison not available.

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TABLE 2

PRE-POST ACHIEVEMENT GAINS FOR 1973-74 ON IOWA TESTS OF BASIC SKILLS FOR NONPUBLIC TITLE I STUD'NTS IN GRADES 4-8 (Pretest Spring, 1973: Post-Test Spring, 1974)

	Months Gain	7.4	6.9	8.8	7.9	6.8
COMPOSITE	Post- Test Mean	4.46	269 4.24 4.28 5.8 196 4.34 4.99 6.5 221 4.30 5.05 7.6 196 4.32 5.00 6.9	229 5.00 6.06 10.5 183 5.17 5.98 8.1 189 5.26 6.10 8.4 181 5.17 6.04 8.8	283 6.17 7.01 8.5 199 6.36 7.25 8.8 235 6.34 7.10 7.6 198 6.36 7.16 7.9	260 7.06 7.73 6.6 213 7.34 8.24 3.0 219 7.11 8.06 9.5 212 7.21 8.10 8.9
COM	Prc- Test Mean	3.72	4.32	5.17	98.36	7.21
	ė R	164	196	181	198	212
	Post- Test Months Mean Gain N*	7.8	7.6	8.4	7.6	9.5
ARITHMETIC	Post- Test Mean	4.43	5.00	6.10	7.10	8.06
ARII	Pre- Test Mean	3.63	4.30	5.26	6.34	7.11
	ž	172	221	189	235	219
RTS	Post- Test Months Test Mean Gain N" Mean	6.3	6.5	8.1	8.8	9.0
LANGUAGE ARTS		4.49	4.99	5.98	7.25	8.24
LAN	Pre- Test Nean	3.86	4.34	5.17	6.36	7.34
	N.	167	196	183	199	213
SNSION	Months Gain N*	5.7	5.8	10.5	8.5	9.9
READING COMPREHENSION	Post- Test Mean	4.12	4.28	90.9	7.01	7.73
DNIG	Pre- Test Mcan	3.55	4.24	2.00	6.17	7.06
RE	Š.	239	269	229	283	260
	Months Gain N	194 3.50 4.62 11.3 239 3.55 4.12 5.7 167 3.86 4.49 6.3 172 3.63 4.41 7.8 164 3.72 4.46 7.4			225 6.21 6.84 6.3	
VOCABULARY	Post- Test Mean	4.62	4.83	5.90	6.84	8.16
VOCA	Pre- . Test Grade N* Mean	3.50	214 4.24 4.88 6.4	189 4.93 5.90 9.8	6.21	218 7.14 8.16 10.2
	*	194	214	189	225	218
	Grade	4	5	9	7	8

^{*} Students present for both pre- and post- tests.

In the nonpublic Title I program students may be involved in only one of the following seven programs:

Reading
Mathematics
Reading and Mathematics
Language Arts
Language Arts and Reading
Language Arts and Mathematics
Language Arts, Reading, and Mathematics

Tables 3, 4, and 5 show the amount of gain made in 10 months by students in the Reading program, Mathematics program, and Reading and Math program. The remaining four programs are not reported since the number of students in these programs was too small (2 or less).

Table 6 s. marizes the results in terms of test components compared to the programs of Reading, Mathematics, and Reading/Math. atics. From analysis of Table 6 the following conclusions can be drawn: (1) for improving Vocabulary as measured by the Vocabulary subtest of the ITBS, the Reading Program appears to be most efficient; (2) students in both Reading Program and Mathematics Program did equally well on the Reading Comprehension subtest of the ITBS; (3) for improving Math as measured by the Math subtest of the ITES, the Mathematics Program appears to be the most efficient except for Grade 8; (4) the Reading/Mathematics Program was effective in improving skills in only Grade 5; (5) in overall improvement as measured by the Composite Score on the ITBS, students in the Mathematics Program (except for Grade 5) made greater gains.

The Test of Academic Progress was administered on a pre-post basis at the high school level; however, since the complete roster of identified and eligible Title I students was not available an analysis of this data was not possible.

Although Title I programs differ in many respects such as type of program (reading, arithmetic, etc.), number of students included, whether self-contained classrooms or pull-out program, and amount of time spent by the pupils in the program, they are basically the same in that they are remedial programs. Students must meet a specific criterion level of educational deprivation to be included and the objective of the programs is to raise the achievement level of the students.

Since the basic premise seems to be the same, a comparison was made of achievement gains of Title I nonpublic students, Reading Improvement Team students and Rooms of Fifteen students. This information is presented in Tables 7 and 8. Although the comparison was done in all ITBS subtest areas including Composite Scores, it should be noted that not all programs include all subjects. Some programs, such as RIT, concentrate only on reading, and also, within the nonpublic program, not all students receive training in all subject areas. Therefore, the differences found to exist may or may not be a result of the program.

As can be seen from Table 7, a statistically significant difference exists in only three areas. At grade level 4 the RIT students made significantly greater gains in Language subtent and on the Composite Score, and in grade 8, the non-public Title I students made significantly greater gains than the RIT students.



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TABLE 3

PRE-POST ACHIEVEMENT GAINS FOR STUDENTS IN READING PROGRAM ON IOWN TESTS OF BASIC SKILLS FOR GRADES 4-8

	•					1
	Months Gain	6.3	6.9	8.5	7.4	8.5
COMPOSITE	Pre- Post- Test Test Mean Mean	3.50	4.21	5.01	5.73	6.44
δ		2.86	3.52	4.16	5.00	5.59
	* &	33	20	57	20	30
ပ	Post- Test Months Nean Gain N*	5.6	7.8	8.0	7.9	9.6
ARITHMETIC	Post- Test Mean	3.52	4.49	5.22	6.14	6.85
Æ	Pre- Test Mean	2.97	3.71	4.42	5.36	5.89
	**	33	51	28	29	30
RTS	Post- Test Months Mean Gain N*	3.39 9.6 34 3.06 3.45 3.9 33 2.97 3.52 5.6 33 2.86 3.50 6.3	3.99 7.3 50 3.56 4.15 5.9 51 3.71 4.49 7.8 50 3.52 4.21 6.9	5.02 10.7 57 4.20 4.92 7.3 58 4.42 5.22 8.0 57 4.16 5.01 8.5	5.68 8.8 50 5.06 5.74 6.8 67 5.36 6,14 7.9 50 5.00 5.73 7.4	6.03 8.7 30 5.70 6.31 6.1 30 5.89 6.85 9.6 30 5.59 6.44 8.5
LANGUAGE ARTS	Post- Test Mean	3.45	4.15	4.92	5.74	6.31
LAN	Pre- Test Mean	3.06	3.56	4.20	5.06	5.70
	₩	34	20	57	20	30
NOISN	Post- Test Months Mean Gain N*	9.6	7.3	10.7	8.8	8.7
RÉADING COMPREHENSION	Post- Test Mean	3.39	3.99	5.02	5.68	6.03
SADING C	Pre- Test Mean	2.43	3.26	3.95	4.79	5.17
23	ž	43	65	29	77	35
	Months Gain N*	11.4	6.7	10.7	4.3 77	11.6
VOCABULARY	Post- Test Mean	2.48 3.61 11.4 43 2.43	4.09	3.64 4.71 10.7	5.23	6.32
700	Pre- Test Mean	2.48	3.42 4.09	3.64	4.80 5.23	30 5.16 6.32 11.6 35 5.17
	N.	38	54	09	99	30
	Grade N*	4	5	9	7	8

V-8

* Students present for both pre- and post- tests.

TABLE 4

PRE-POST ACHIEVEMENT GAINS FOR STUDENTS IN MATHEMATICS PROGRAM , ON IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	·			l		
	Months Gain	6.8	4.9	11.6	7.5	8.7
COMPOSITE	Post- Test Mean	3.83	3.94 4.43	6.10	6.13	6.83
Ö	Pre- Test Mean	.20 2.7 9 3.14 3.88 7.3 9 3.09 3.96 8.7 9 3.16 3.83	3.94	5 5.34 6.62 12.8 5 5.02 6.28 12.6 5 4.52 5.70 11.8 5 4.94 6.10	5.38 6.13	6.01 6.83
	. *%	6	18	5	8	14
ıc	Post- Test Months Wean Gain N*	8.7	8.8	11.8	13.4	8.1
ARITHMETIC		3.96	4.50	5.70	6.18	6.95
A	Pre- Months Test Gain N* Mean	3.09	3.63	4.52	4.84	6.14
ŔĨ	St.	6	20	5	8	14
ARTS		7.3	4.4	12.6	5.1	9.1
LANGUAGE ARTS	Pre- Post- Test Test Mean Mean	3.88	4.54	6.28	6.10	6.65
3	Pre- Test Mean	3.14	.42 2.0 18 4.10 4.54 4.4 20 3.63 4.50 8.8 18	5.02	8 5.59 6.10 5.1 8 4.64 6.18 13.4 8	14 6.36 · 7.13 7.7 14 5.74 6.65 9.1 14 6.14 6.95 8.1 14
	* K	6	18	5	8	14
TENSION	Post- Test Months Mean Gain N*	2.7	2.0	12.8	9.1	7.7
COMPREI	Post- Test Mean	3	4.42	6.62	6.33	7.13
READING COMPREHENSION	Pre- Test Mean	23 2.94	22 4.22 4	5.34	5.42 6.33 9.1	6.36
u;	S N*	23	22	5	6	14
ъ	Konths Gain N*		1.0	8.0	-1.0	8.9
VOCABULARY	Fost Test Mean	3.21 3.90 6.9	4.03 4.13	5.24 6.04 8.0	5.76 5.66 -1.0	6.03 6.92 8.9
00	Pre- Test Mean	3.21	4.03	5.24	5.76	6.03
	*	6	20	5	8	14
•	Grade N*	4	5	9	7	89

* Students present for both pre- and post-tests.



TABLE 5

PRE-POST ACHIEVENENT GAINS FOR STUDENTS IN READING AND MATH PROGRAM ON IONA TESTS OF BASIC SKILLS FOR GRADES 4-8

	<i>Months</i> Gain	3.0	7.9	i		1 .
COMPOSITE	Post- Test Mean	3.27	3.68		1	-
COMP	Pre- Test Nean	2.97 3.27	2.89 3.68			ı
	ν N	m	8	0	0	0
•	Month	5.0	3.8		ı	ı
ARITHKETIC	Pro- Post- Pre- Post Months Test Test Youths Test Test Months Mean Mean Gain N* Mean Mean Gain N*	3.40 3.33 -0.7 3 2.80 3.30 5.0	3.08 3.96 8.9 12 3.26 3.64 3.8	,	1	ı
ARI	Pre- Test Mean	2.80	3.26	,	1	•
	*N St	~	75	0	0	0
ARTS	Yonth Gain	-0.7	8.9	1	1	•
LANGUAGE ARTS	Post- Test Mean	3.33	3.96	,	1	٠
ន	Pro- Test Mean	3.40	3.08	,	1	ı
	2	٣	80	0	0	0
ENSION	Post- Test Months Mean Gain N*	2.64 6.7	3.53 8.6	4.43 10.8	t	1
COMPREH	Post- Test Mean	2.64	3.53	4.43	ı	1
Reading Comprehension	rest Yean	1.98	2.67	3.35	1	,
EC,	*X	6	18	4	0	0.
•	Months Gain N*	8.6	6.3	-	1	•
VOCABULARY	Post- Test Mean		3.32	ı	1	ı
00	Pre- Test Mean	2.30	2.69 3.32	'	1	4
		1	12	0	0	0
	Grade N*	"	5	9 + + 9	7**	6 **

* Students present for both pre- and post-tests.

N ** Missing scores indicate 0 students present for pre-post-testing. ,

TABLE 6

SUMMARY OF GRADES (4-8) WITHIN EACH PROGRAM MAKING THE
GREATEST GAINS ON EACH ITBS SUBTEST

SUBTESTS	RE ADING PROGRAM	MATHEMATICS PROGRAM	READING/ MATHEMATICS PROGRAM
VOCABULARY •	Grade 4 5 6 7 8	·	
READING COMPRE- HENSION	Grade 4 8	Grade 6 7	Grade 5
LANGUAGE ARTS	Grade _. 7	Grade 4 6 8	Grade 5
МАТН	Grade 8	Grade 4 5 6 7	
COMPOSITE		Grade 4 6 7 8	Grade 5



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TABLE 7

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS IN TITLE I NOWPUBLIC PROGRAM AND STUDENTS IN READING IMPROVEMENT TEAM PROGRAM IN PUBLIC SCHOOLS

	.]	13*	o,	8:	33	53
	RIT Kean I	4 -2.6	6 -0.7	1 0.6	5-0-6	5 -0-
ITE		0.60 1003 0.84 -2.83*	0.65 1152 0.69 -0.70	0.88 1176 0.81 0.68	0.72 984 0.79 -0.93	938 0.85 -0.33
COMPOSITE	Non- Non- public public RIT T N Mean N	01 09	65 11	11 88	72 9	0.81 9.
.,	Non- Non- public publ	0.6		0.6	0.0	
	Non- publ	77	7.5	79	99	41
		0.60 1065 0.79 -1.96 44	0.49	1.05	0.34	0.90 952 1.04 -0.70 41
JI.	RIT	0.79	0.74 1176 0.70 0.49	0.83 1203 0.69 1.05	0.85 1004 0.81 0.34	1.04
arithmetic	ic RIT	1065	1176	1203	1004	952
AR	Non- Non- public publ		0.74	0.83	0.85	00.00
	Non- Non- public public RIT RIT T N Mean N Mean	ģ	82	62	73	41
		3.02#	0.58 1161 3.68 -1.17 82	0.77 1188 0.83 -0.43 62	0.64 992 0.87 -1.95 73	947 0.80 -1.26 41
	RIT	0.76 -	- 89.0	0.83 -	- 78.0	0.80
LANGUAGE	z RIT	1021	1161	1188	992	
LANC	Non- public Mean	0.41	0.58	0.77	0.64	69.0
	Non- Non- public public RIT RIT T N Mean N Mean	0.70 1096 0.87 -1.55 45 0.41 1021 0.76 -3.02* 44	75	19	26	41
	ы	1.55	0.63 1190 0.70 -0.61 75	1.09 1220 0.94 1.41 61	0.89 1016 0.98 -0.71 56	951 0.90 -0.60 41
	RIT Me an	7.87	. 70 -	. 94	- 86.0	- 06.0
ING	RIT	9601	1190 (1220 (1016	
READING	Non- public	0.70	0.63	1.09	68.0	08.0
	Non- Non- public public RIT RIT T N Mean N Meal			75		
	£ 0, 2	.50	.26 3		.82	- 2¢
	L.T. Sean	12 -0	7- 99	84 1	44 -0	57 2.
VOCABULARY	Non- Ncn- public public RIT RiT Grade N Mean N Hean	50 1.05 1093 1.12 -0.50 73	0.52 1192 0.66 -1.26 104	1.05 1221 0.84 1.00 75	0.33 1015 0.44 -0.82 84	1.07 951 0.57 2.75* 46
<i>VОСАВ</i>	cn- ublic	.05	.52	.05 1	.33 1	.07
	Non- Non- public publo N Mean	, ,				
	Nor Puk	- 56	85	64	72	41
	Gra	4	٠	9	7	9 0
		V	·-12)		

^{*} Significant at .05 level

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TABLE 8

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS IN TITLE I NOWPUBLIC PROGRAM AND STUDENTS IN ROOMS OF FIFTEEN PROGRAM IN PUBLIC SCHOOLS

Signature Sign				ğ	VOCABULARY	ARY				READING	Ş			,	Language	30			A.	ARITHMETIC	TIC			S	COMPOSITE	Ħ	
1.05 1.45 1.15 -0.59 73 0.70 145 0.75 -0.37 45 0.41 140 0.80 -2.99* 44 0.60 143 0.75 -1.36 44 0.52 129 0.83 -2.13 0.78 -1.17 75 0.58 125 0.72 -1.23 82 0.74 126 0.73 0.10 75 1.05 66 1.05 0.29 61 0.77 64 1.10 -1.87 62 0.83 64 1.08 -1.30 61 0.33 2 -0.20 0.65 84 0.89 2 0.70 0.11 56 0.64 2 1.25 -0.53 73 0.85 2 0.65 1.60 56	ଔ <i>V-</i>	No.);; ;};;c	Non- publí nean	C 38/1	15 R/1 Kean	ر ب	1	Non ic pub Mea	1- 1150 R	15 R/ Me	S ~		- Non lic pub Meas	lic R/.	15 R/1 Mea	i.s n	Non- publi N	Non- c publi Mean	c R/1: N	S R/15 Mean	, E	Non- public N	Non- publi Rean	: E/15 N	R/1	رى 14
S5 0.52 129 0.83 -2.16° 104 0.63 129 0.78 -1.17 75 0.58 125 0.72 -1.23 82 0.74 126 0.73 0.10 75 64 1.05 66 1.05 0.29 61 0.77 64 1.10 -1.87 62 0.83 64 1.08 -1.30 61 72 0.33 2 -0.20 0.65 84 0.89 2 0.70 0.11 56 0.64 2 1.25 -0.53 73 0.85 2 0.65 1.60 56	-13	4 ي	ö	1.05	145	1.15	-0.59	73	0.7	0 14:	; 0.7.	5 -0.3	7 45	0.4	1 140	0.80	-2.99*	2	09.0	143	0.75	-1.36	55	0.61	139	0.83	-2.35
64 1.05 66 1.24 -0.74 75 1.09 66 1.05 0.29 61 0.77 64 1.10 -1.87 62 0.83 64 1.08 -1.30 61 0.88 67 1.05 0.33 2 -0.20 0.65 84 0.89 2 0.70 0.11 56 0.64 2 1.25 -0.53 73 0.85 2 0.65 1.60 56 0.72		ري دي		0.52	129	0.83	-2.16	104		3 125	0.7		7 75		8 125	0.72	-1.23	82	0.74	126	0.73	01.0	7.5	0.65	125	92.0	-1.46
72 0.33 2 -0.20 0.65 84 0.89 2 0.70 0.11 56 0.64 2 1.25 -0.53 73 0.85 2 0.65 1.60 56 0.72		 و		1.05	99	1.24	-0.73	75	1.0	ē ē	5 1.0		9 61		7 64	01.i	-1.87	62	0.83	99	.1.08	-1.30	79	0.88	63	1.11	-1.54
		7 7		0.33	7	-0.20	0.65	84	0.8		2 0.7		1 56			1.25	-0.53	73	0.85	8	0.65	1.60	99	0.72	8	0.70	-0.11
		₹. * 8										•	•		•												

^{*} Significant at .05 level

 $^{^{**}}$ Cmitted due to no students at this grade level in R/IS

From Table 8 it can be seen that, as with the RIT program, a statistically significant difference exists in only three areas. Again, as in RIT, two of these differences occur at grade level 4 in Vocabulary and on Composite. In both areas the R/15 student gains were significantly greater than the nonpublic Title I student gains. At Grade 5, the R/15 student gain was also significantly greater than the nonpublic Title I gain in Vocabulary skills.

Even though little statistically significant difference exists between the three programs, in analyzing the Means (Table 7) it can be seen that in Language Arts at all grade levels the RIT student Means are greater than the nonpublic student Means; in Reading, except for Grade 6, the RIT Means are greater; and in Vocabulary, except for Grades 6 and 8, the RIT Means are greater. The Means of R/15 and nonpublic (Table 8) indicate that in only 5 of the 16 cases did nonpublic students do as well on the subtests as R/15 students. Again in Language Arts, in all grades, the R/15 student Means are greater than nonpublic Means. This seems to suggest that, even though the difference is not statistically significant at this time, a trend exists toward greater gains in achievement by both the RIT and R/15 program students. This may reflect the differences in actual programs, the difference in budget, or it may be indicative of a problem inherent within the nonpublic program.

Since the nonpublic Title I program conducted during the current year differed from last year's program by the addition of Title I teachers and aides, a comparison was made between the achievement gains of this year's students and last year's students to determine whether the addition of Title I personnel affected the amount of achievement gain made by the students.

The pre-post gains for the 1972-73 school year are presented in Table 9 and for the current year in Table 2. Table 10 shows the comparison of the gains during the two years.

It can be seen from Table 10, that the addition of Title I personnel in the program seems to have had the greatest effect in the area of Vocabulary Skills in which gains made in Grades 4, 5, 6, and 8 exceeded those of the previous year. The next greatest effect was in Language Arts in which gains made in Grades 7 and 8 exceeded those made the previous year. Although gains were achieved in several areas, in eleven of the possible subtest areas, the '72-'73 gains exceeded the '73-'74 gains and on the Composite last year's gains were greater at all grade levels.

This may indicate that the addition of personnel to the nonpublic program is not an effective method of increasing achievement gain in students or it may reflect the trend of lessened achievement gains over the past three years as noted in other programs in the St. Louis School System (see Component I--R/15, and Component II--RIT). This area warrants close scruting in the succeeding evaluation efforts.

Since the students in the Title I program must be educationally deprived in order to qualify for the program, it is unlikely even though they may achieve their objective of making 8 months gains in 10 months, that they will score at the national norm. Nowever, it is interesting to note the discrepancy between the Title I students grade equivalent and the national norm. This comparison is made in Tables 11, 12, 13, 14, and 15, for both the current year and last year.



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TABLE 9

PRE-POST ACHIEVEMENT GAINS FOR 1972-1973 ON IOWA TESTS OF BASIC SKILLS
FOR TITLE I NONPUBLIC STUDENTS IN GRADES 4-8
(Pretest Fall, 1972: Post-test Spring, 1973)

		•					
	ы	Months Gain	9.5	7.8	8.9	8.2	9.5
	COMPOSITE	Montl Pre Post Gain	4.17	4.97	6.22	7.12	8.18
•	8	Pre	3.21	4.18	5.32	6.30	7.23
			2.6 71.2 3.21 4.17 9.5	152 4.18 4.97 7.8	176 5.32 6.22 8.9	178 6.42 7.14 7.1 178 6.36 7.14 7 8 176 6.30 7.12 8.2	180 7.56 8.28 7.1 185 7.06 8.13 10.7 179 7.23 8.18 9.5
	•	Months Gain,	9.0		9.7	7 8	10.7
3)	ARITHMETIC	Month Pre Post Gain,	4.20	5.00	6.23	7.14	8.13 1
19, 197	ARI	Pre	3.29	4.40	5.25	6.36	7.06
(Fretest Fall, 1972: Post-test Spring, 1973)			3.18 4.14 9.6 187 3.21 4.15 9.3 190 3.29 4.20 9.0	167 4.15 4.92 7.6 158 4.40 5.00 6.0	5.20 5.95 7.5 178 5.35 6.17 8.2 202 5.25 6.23 9.7	178	185
st-tes	ARTS	Months Gain	9.3	7.6	8.2	7.1	7.1
72: PC	LANGUAGE ARTS	Mont} Pre Post Gain	4.15	4.92	6.17	7.14	8.28
11, 19;	LAN	Pre	3.21	4.15	5.35	6.42	7.56
est Fa		S	187	167	178	178	180
(Pret	Ŋ.C	Months Gain	9.6		7.5		0.6
	READING	Montl Pre Fost Gain	4.14	3.95 4.82 8.7	5.95	0.6 90.2 9.0	0.6 00.8 60.7
	•	Pre	3.18	3.95	5.20	6.16	7.09
		8	241	216	253	212	228
	IRY	Months	7.9	6.3	6.7	9.9	8.0
	VOCABULARY	Mont Pre Post Gain	4.03	4.65	6.05	7.04	7.94
	3.4	Pre	205 3.24 4.03 7.9	172 4.02 4.65 6.3	204 5.37 6.05 6.7	181 6.28 7.04 6.6	187 7.13 7.94 8.0
			205	172	204	181	187
		Grade	4	2	9	7	8

TABLE 10

COMPARISON OF PRE-POST* ACHIEVEMENT GAINS MADE BY TITLE I NONPUBLIC STUDENTS IN 1972-73 AND 1973-74 ON IOWA TESTS OF EASIC SKILLS

SITE	Differ- ence	-2.1	6.0-	-0.1	-0.3	-0.5
COMPOSITE	73-74 Kean Gain	7.4	6.9	8.8	7.9	8.9
	72-73 Mean Gain	9.5	7.8	8.9	8.2	9.5
	Differ- ence	-1.2	+1.6	-1.3	-0.2	+1.2
ARITHMETIC	73-74 Kean Gain	7.8	7.6	8.4	7.6	9.5
ARI	72-73 73-74 Mean Mean Gain Gain	0.6	6.0 7.6	9.7	7.8	10.7
SI.S	Differ- ence	-3.0	-1.1	-0.1	+1.7	+1.9
LANGUAGE ARTS	72-73 73-74 Mean Mean Gain Gain	6.3	6.5	8.1	8.8	9.0
E	72-73 Mean Gain	9.3	7.6	8.2	7.1	7.1
ENSION	Differ- ence	-3.9	-2.9	+3.0	-0.5	-2.4
; COMPREHENSION	73-74 Mean Gain	5.7	5.8	10.5	8.5	6.6
READING	72-73 Kean Gain	9.6	8.7	7.5	9.0	9.0
ıRY	Differ- ence	+3.4	+0.1	+3.1	-0.3	+2.2
VOCABULARY	73-74 !rean Gain	11.3	6.4	9.8	6.3	10.2
	72-73 Mean Gain	7.9	6.3	6.7	9.9	8.0
	Grade	4	5	9	7	8

* In 1972-73 the pretest was administered in Fall '72 and post-test in Spring, '73. In 1973-74 the pretest was administered in Spring, '73 and post-test in Spring, '74.

In general, it appears that (for 1973 and 1974) the amount of difference between nonpublic Means and national norms seemed to increase up to Grade 5, and then stabilize or decrease somewhat. The greatest amount of difference between national norms and nonpublic Means occurred in Grade 8 (1974) ranging from 0 in Vocabulary to 1 year 2 months in Reading. It is interesting to note that the greatest and smallest amount of difference occurred in two highly related subtests - Vocabulary and Reading.

Recent research indicates a high correlation between these areas which suggests that children who have a high level of mastery of one area will have a correspondingly high level of the other area. In view of this research the discrepancy found to exist in Grade 8 warrants further investigation.

TABLE 11

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974
TO NATIONAL NORMS ON VOCABULARY SUBTEST OF
IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	1. Don't toot	2.	3.	4. Post-test	5.	6.
Grade	Post-test Mean Spring, 1973	Nat'l Norm	Difference (Col. 1-Col. 2)	Mean Spring, 1974	Nat'l Norm*	Difference (Col. 4-Col. 5)
4	4.0	4.8	-0.8	4.6	4.8	-0.2
· 5	4.7	5.8	-1.1	4.9	5.8	-0.9
6	6.0	6.8	-0.8	5.9	6.7	-0.8
7	7.0	7.8	-0.8	6.8	7.7	-0.9
8	7.9	8.8	-0.9	8.7	8.7	0.0

^{*} Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.



TABLE 12

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974

TO NATIONAL NORMS ON READING SUBTEST OF

IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

. · 6.
Difference (Col. 4-Col.5)
-0.8
-1.6
-0.8
-0.9
-1.2
Z

^{*} Tests administerted to Grades 4 and 5 in May; tp Grades 6, 7, 8 in April.

TABLE 13

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974

TO NATIONAL NORMS ON LANGUAGE SUBTEST OF

IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	l.	2.	3.	Post-test	5.	6.
<u>Grade</u>	Post-test Mean Spring, 1973	Nat'l Norm	Difference (Col. 1-Col. 2)	Mean Spring, 1974	Nat'l Norm*	Difference (Col. 4-Col. 5)
4	4.2	4.8	-0.6	4.5	4.8	-0.3
5	4.9	5.8	-0.9	5.0	5.8	-0.8
6	6.2	6.8	-0.6	6.0	6.7	-0.7
7	7.1	7.8	-0-7	7.3	7.7	-0.4
8	8.3	8.8	-0.5	8.2	8.7	-0.5

^{*} Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.



TABLE 14

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974

TO NATIONAL NORMS ON ARITHMETIC SUBTEST OF

IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	1.	2.	3.	4.	5. .	6.
Grade	Post-test Mean Spring, 1973	Nat'l Norm	Difference (Col. 1-Col. 2)	Post-test Mean Spring, 1974	Nat'l Norm*	Difference (Col. 4-Col. 5)
4	4.2	4.8	-0.6	4.4	4.8	-0.4
5	5.0	5.8	-0.8	5.1	5.8	-0.7
, 6	6.2	6.8	-0.6	6.1	6.7	-0.6
7	7.1	7.8	-0.7	7.1	7.7	-0.6
8	8.1	8.8	-0.7	8.1	8.7	-0.6

^{*} Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.

TABLE 15

COMPARISON OF POST-TEST MEANS FROM SPRING, 1973 AND SPRING, 1974

TO NATIONAL NORMS ON COMPOSITE SCORE OF

IOWA TESTS OF BASIC SKILLS FOR GRADES 4-8

	l. Post-test	2.	3.	4. Post-test	5.	6.	
Grade	Mean Spring, 1973	Nat'l Norm	Difference (Col. 1-Col. 2)	Mean Spring, 1974	Nat'l Norm*	Difference (Col. 4-Col. 5)	
4	4.2	4.8	-0.6	4.5	4.8	-0.3	
5	5.0	5.8	-0.8	5.0	5.8	-0.8	
6	6.2	6.8	-0.6	6.0	6.7	-0.7	
7	7.1	7.8	-0.7	7.2	7.7	-0.5	
8	8.2	8.8	-0.6	8.1	8.7	-0.6	

^{*} Tests administered to Grades 4 and 5 in May; to Grades 6, 7, 8 in April.



In eight of the 22 nonpublic schools, the Title I program included the use of the Hoffman Reading Lab and in one of these 8 schools the Hoffman Math Lab was also used. In order to determine whether this program contributed to greater gains in student achievement than the regular program a \underline{t}^l test was computed on ITBS gain scores for students in both groups. The results are presented in Table 16. (There were no significant differences on the pretests at any grade level.)

As can be seen from Table 16, in twelve of the comparisons the means of the students in the regular Title I program were somewhat higher than those of the Hoffman Reading Lab, and in twelve, the reverse was true. In one instance, Grade 7, Arithmetic, the Means were the same. In only one instance, Grade 5, Language, was the difference significant. This seems to suggest that the Hoffman Reading Lab and the traditional Title I program are equally effective in improving achievement.

In order to determine whether the Title I program had an effect on the students' self-concept, a pre-post questionnaire (Appendix A) was administered to students in the program and to a control group in eight randomly selected nonpublic schools. Students in the control group were randomly selected from the non-Title I students within each grade level in each school to equal the number in the Title I program. A comparison of the pre-post results are presented in Table 17. The gains reported for program students and control students were obtained by subtracting the post-test scores from the pretest scores. The difference between program and control students was obtained by subtracting the control students' gain from the program students' gain.

As can be seen from this table very little difference was found to exist between the pre- and post-tests for either group or between the two groups. The greatest positive difference was found to exist for Title I students on pretests in school C which did not return the post-tests for the control group and, therefore, no comparison can be made.

Several limitations should be considered in discussing these results. First, the teachers reported that in many instances the students did not seem to understand the task and either marked more than one response or marked indiscriminately. Secondly, they indicated that the students often did not understand the questions and, therefore, were unable to respond. The teachers also stated that they felt the same form was inappropriate when used with all grade levels. In addition, the test administration varied (i.e., some teachers read the items to the class, others did not, some used monitors while testing, and others did not).

In view of the results obtained and the limitations, no valid conclusions can be drawn from this information except to improve the design and administrations of such an instrument.



¹In situations where both the experimental and control groups are preand post-tested, the most appropriate analysis would involve an analysis of covariance using the pretest Means as the covariate. However, due to the time constraints involved, this type of analysis was not possible.

TABLE 16

COMPARISON OF ACHIEVEMENT GAINS OF STUDENTS PARTICIPATING IN HOFFMAN PROGRAM AND STUDENTS NOT PARTICIPATING IN HOFFMAN FROGRAM

	E		1.38	0.72 -1.48	0.92	0.85 -1.16	0.88 -0.38
ផ្ល	Non Hoff- man	r.can	0.71 22 0.50	0.72	0.88	0.85	0.88
COMPOSITE	Non Hoff- man		22	09	41	21	20
Ö		reall W	0.71	0.51 60	1.07 41	0.67 21	0.80 20
	Hoff- ran	Z .	23	17	21	38	22
			0.80	0.56 17	0.26 21	0.01 38	-0.21
	Non Non Hoff- Hoff- man man	wean	0.59 0.80 23	0.73	0.88	0.84	0.96 -0.21 22
U	Non Hoff-	2	23	29	43	38	0.87 20
ARITHMETIC		rean N	0.76 23	0.88 67	0.94 42	0.84 38	0.87
AR	Hoff- man	٤	23	77	127	38	3 22
		T	1.35	-2.48	1.10 21	0.87 -1.53 38	-0.78
	Non Non Hoff- Hoff- Hoff- man man man.	Kean	0.28 1.35 23	0.73 -2.48 17	0.73	0.87	0.77 -0.78 22
W	Non Hoff man	2	23	63	41	21	20
Language	Hoff- man	Mean N	0.58 23	0.29 63	1.03 41	0.52 21	0.59 22 0.56 20
-	Hoff- man	2	23	17	27	38	22
		I	-0.27 23	-1.08 17	-0.53 21	-0.46 38	0.59
		Mean	2.55	69.0	1.06 52 . 1.17	96.0	0.62
READING	Non Koff- man	2	26	93	52 .	39	29
RE	- Hoff- man	Wean N	0.57 56	0.36 93	1.06	0.85 39	0.79 29
	Hoff- man	2	23	17	24	47	27
		E	0.29	0.58 -0.69 17	1.00 0.87 24	0.13 1.33 47	0.50
LARY	Non - Hoff- man	Nean	0.99 0.29 23	0.58	1.00	0.13	0.97 0.50 27
VOCABULARY	Non Hoff- ran	×	59	7.5	43	36	1.20 20
Þ	Non Non Hoff- Hoff- Hoff- Hoff- Ean man man	Non N	1.09 29	0.39 75	1.36 43	0.46 36	1.20
	ñoff− man	اء:	23	17	22	39	22
•		Grade N	4	S	9	7	80

* Significant at .05 level (Two talled test). In some instances these t values are derived from separate variance estimates when appropriate.

TABLE 17

COMPARISON OF PRE-POST GAINS FOR STUDENTS IN THE TITLE I PROGRAM AND CONTROL GROUP STUDENTS ON THE SELF-CONCEPT INVENTORY

	NCE	~ *	ı	ſ	٠,	p. 1	٥.	p_1	- 1	
	DIFFERENCE	T +			+ 2	+ 1	+	- I	T -	
UPPER	GAIN FOR CONTROL STUDENTS	+	*	*	+ 5	+	٣ +	1 4	2	
	GAIN FOR PROGRAM STUDENTS	۳ +	*	+ 4	0	F +	+ 1	۳ +	- 1	
	DIFFERENCE	ر س	- 1	1	_ا	+ 1	+ 1	+ 2	- 1	
MIDDLE	GAIN FOR CONTROL STUDENTS	0	+ 2	*	0	<i>I</i> -	+ 1	+ 2	٠, ١	
	GAIN FOR PROGRAM STUDENTS	m I	m I	+14	m I	+ 2	+ 2	0	+ 1	
	DIFFERENCE	- 2	-10		۳ ۱		m I	1		
PRIMARY	GAIN FOR CONTROL STUDENTS	- 2	I -	*	۳ ۱	*	4	*	7 -	
	GAIN FOR PROGRAM STUDENTS	- 7	-11	9 +	0	*	- 7	- 5	*	
	зсноот.	P	æ	υ	D	មា	Ē4	o .	Н	•

* Questionnaire not returned

One of the objectives of the nonpublic Title I program is to improve the teaching skills of all teachers involved in teaching eligible Title I students. Two approaches were used to obtain information concerning whether this objective was met. The first is the Workshop Evaluation Form (Appendix B) which is administered immediately following each workshop. The information gained from this questionnaire serves not only as part of this evaluation but is returned to the workshop leaders as part of an ongoing evaluation. Eight workshops were presented. These were all coordinated by the Inservice Center Staff and included the following areas:

I	9/13/73 & 9/14/73	Hoffman Workshop
II	9/27/73	Orientation, Remedial Reading and Remedial Math Techniques
III	11/1/73	Diagnosis and Prescription
IV	1/2/74 (A.M.)	Reading Program
<i>v</i> .	1/2/74 (P.M.)	Teacher-Made Activities
VI	5/23/74	Creative Methods
VII	6/5/74	Diagnosis and Prescription
VIII	6/7/74	Disruptive Behavior

The total number of individuals attending the workshops is shown in Table 18.

TABLE 18

TOTAL NUMBER OF NONPUBLIC PERSONNEL ATTENDING WORKSHOPS

WORKSHOP	<u>DATE</u>	NUMBER OF TEACHERS			OF A IDE					=	TNI		ΟΤ <u>CA!</u>	TED		TOTAL NUMBER
I	9/13/73 & 9/14/73		N	0	T	E	V	A	L	U	A	T	E	D		
II	9/27/73		N	0	T	E	V	A	L	U	A	T	E	D		
III	11/1/73	13			13							0				<i>26</i> .
IV	1/2/74 (A.M.)	14			11							ż				27
v	1/2/74 (P.M.)	14			11							1				26
VI	5/23/74	10			6							1				17
VII	6/5/74	16			13							2				31
VIII	6/7/74	14			11							5				30



The results of the questionnaires from these vorkshops are shown in Table 10. These results indicate that the highest percentage of teachers responded favorably to Workshops VIII, Disruptive Behavior, (100%); III, Diagnosis and Prescription, (99%); and IV, Reading Programs, (93%); while the least percent of favorable responses (79%) was received by Workshop VI, Creative Methods. In general, it appears that the workshops were seen as helpful by the teachers.

In addition to the information in Table 19, the teachers were asked to indicate the important ideas they derived from the workshop, the ideas they intended to use in their classrooms and to make suggestions for improving the workshops. The ideas and suggestions mentioned included those indicated on the New Techniques Questionnaire (summarized in Appendix C). In regard to suggestions for future workshops, most comments simply indicated they enjoyed (or didn't enjoy) the workshop (i.e., "It was an excellent workshop", "Very helpful", or "I didn't get much out of this workshop", "Boring!"); however, the following specific suggestions were made:

- Devote less time to making games since they are available in the schools.
- 2. Have separate workshop for math teachers.
- 3. Have a discussion workshop for Hoffman problems.
- 4. Meet monthly to share ideas, to learn, and to 'air grievances'.
- Have orientation workshop with good ideas at beginning of year.
- 6. Have more workshops in which participants actively participate.
- 7. Have workshop teachers who can relate to St. Louis school problems.

In general, the majority of the comments were favorable and most participants indicated the items presented were practical and they especially liked having their own teachers present the workshops.

In order to determine whether the ideas presented in the inservice programs were utilized by the teachers in their classrooms, a questionnaire, "New Classroom Techniques", was administered in April, 1974 (Appendix D). The results of this questionnaire are presented in Table 20.

Of the 19 teachers, 13 responded to the questionnaires (8 reading, 3 math, and 2 who indicated they taught both reading and/or language arts). All 13 indicated they had tried some new technique in their classrooms this year. The 13 techniques described are presented in Appendix C. Three of the teachers indicated the technique was totally original, nine indicated they had gotten it from somewhere else and modified it, and one indicated he/she had gotten it from somewhere else and made no changes in it.

Of the 13 teachers only 2 reading teachers stated they had gotten the idea they regarded as most significant or interesting from the Inservice Center Workshops.



TABLE 19

RESULTS OF QUESTIONNAIRES FROM WORKSHOPS IIT, IV, V, VI, VII, AND VIII*

			AON	AGREE WORKSHO?					DIS. WOR	DISAGREE WORKSHOP		
QUESTIUN	III	ΛI	Δ	VI	VII	VIII	LII	ΛI	۵	VI	VII	VIII
1. Content was good	26	56	25	13	56	30	0	7	7	4	S	0
2. Leader was interested	36	27	20	16	27	30	0	0	2	1	3	0
3. Leader made statement of goals	56	23	22	12	26	30	0	7	2	5	8	0
4. Leader know what he was talking about	25	27	24	14	30	30	0	0	7	3	7	0
5. Felt at ease	26	24	23	14	24	29	0	2	2	3	5	1
6. Well organized	25	25	22	13	25	30	0	2	. 4	4	9	0
7. Would recommend workshop	26	23	22	12	25	30	0	4	3	5	B	0
8. Could share ideas learned	26	26	23	13	25	30	0	1	3	4	5	0
** Total Number	206	201	181	107	208	230	0	11	19	29	31	7
** Total Percent	%66 	93%	87%	79%	84%	%00T	0	%	%	21%	13%	0

^{*} No Results available for Workshop I and II:



^{**} Totals may not equal 100 due to 'No Response' answers.

SUMMARY OF RESPONSES FROM NEW CLASSROOM TECHNIQUES QUESTIONNAIRE

PERCENTAGE OF PARTICIPANTS RESPONDING	62% 23% 15% 100%	100%		23% 31% 38% 8% 100%
NUMBER OF PARTICIPANTS RESPONDING	3 1 TOTAL 2	13 TOTAL 13		3 4 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Please Check one: Title I Math teacher in a nonpublic school Title I Language Arts teacher in a nonpublic school Other (Reading and/or Math and Language Arts)	1. Please think of the various techniques which you yourself have tried out in your own classroom during the past school year. Please check one: I have tried some. I have tried none. (If none, Please skip to question 8)	regard as most significant or interesting. Please describe it briefly. What specifically did you do? 2. The classroom technique you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else". Please check below the position that best describes your technique.	1 Original with me(to the best of my knowledge). 2 Got it somewhere else and made minor changes. 3 Got it somewhere else and made minor changes. 4 Got it somewhere else without making any changes.

v-26

PERCENTAGE OF PARTICIPANTS RESPONDING

> PARTICIPANTS RESPONDING

NUMBER OF

15%

0

%

15%

8% 15%

	2 15% 3 23% 1 83%	2 15% 3 23% 2 15%
How did you hear about it? (Check as many as apply.)	Formal explanation Informal explanation Observed it in use	Audiovisual (film, TV, slides, tape, etc.) Written account Other(Clinics, college class)

%

2 3 % 2 3 % 1 5 % 1 5 %



PERCENTAGE OF	PARTICIPANTS	RESPONDING
NUMBER OF	PARTICIPANTS	RESPONDING

As far as you know, to what extent is the technique you described being used by other teachers? (Please check one) ۍ.

1	1	2	~	2	2	
To a great extent (at least once weekly)	2 Quite a bit (at least once a month)	3 To some extent (once every two or three months)	4 A little (two or three times a year)	5 Not at all	6 I do not know	T KENCE

36%	45%	767	2001
•	•	•	'
2 1 2	~ ~	2	12

How often in the past year have you told other teachers about this particular classroom technique? ٠, V-28

84%		76%		100%
	,	:		1
		•		
•	٨	:		
1		:		
2	8		0	12
•		·		 ~

To what extent are you likely to use this technique you have just described again?

7	4	7	I	0
I To a great extent (at least once weekly)	2 Quite a bit (at least once monthly)	3 To some extent (once every two or three months)	4 A little (two or three times a year)	5 Not at all
. 1	•	•	•	

İ
200
. 70
: 1
•
:
:
•
10 5
֡

TOTAL

PARTICIPANTS RESPONDING NUMBER OF

PERCENTAGE OF PARTICIPANTS RESPONDING

> To what extent do you feel that new techniques are being used in other တ

	nths)
classrooms in your school to improve learning?	To a great extent (at least once weekly) Quite a bit (at least once monthly) To some extent (once every two or three months) A little (two or three times a year) Not at all

. 84%	76%	100%
		•
	\bigcap	
450	7	12

Looking at yourself as a teacher, how much time and energy do you put in on classroom techniques --- ones you have discovered or adapted? 9.

	7		0	70mar. 13
A 10t	Quite a bit	Some	A little	None
1		m	4	5

92%		8%			100%
•		•			
į					
	7	7	0	0	13
			•		

During this past year, about how many new classroom techniques would you say you tried out? . 70.

0	0	^	9	0	
1 0-1	2 2-4			5 13 or other	70 61

0	0	26%	46%	0	
0	0	^	9	0	7

PIRCENTAGE OF PARTICIPANTS RESPONDING

NUMBER OF PARTICIPANTS RESPONDING

get them?	
get	
non	
did	
where	
If they were not totally original, where did you g	(Check as many as apply)
.1.	

Inservice Center Workshop	O)	70%
Teachers in the school	, 4	31%
Hy Principal	7	%8
Engazine or journal	Q	20%
District Workshop	7	8%
horkshop, conference or institute outside the school system	2	15%
Book	9	<i>46</i> %
Student	C	0
Local curriculum materials	V	46%
Teacher in another school	5	38%
Outside consultants	2	15%
University class	4	31%
Supervisor, coordinator, curriculum specialist	7	26%
A parent	0.	0
Guidance, or social worker	7	%
Reading Clinc	7	8%

How many of the new classroom techniques, that you have tried, would you use again? **46**%

0-1	2-4	2-8	9-12	13 or over
7	2	3 5	4	5

0	23%	23%	8%	
0	m V	ы	$\frac{1}{13}$	

Thirty-six percent of the teachers indicated that the technique they described was being used more than once every 2-3 months by other teachers, 45% stated it was being used infrequently (2-3 times a year), and 19% did not know how often it was being used. However, 84% stated that other new techniques are being used in other classrooms in their school to some extent (more than 2-3 times monthly). Eighty-four percent stated they had told other teachers about the technique several times while 16% stated they had told others about it only once or twice.

Ninety-two percent said they were likely to use the technique in the future more than once every 2-3 months, and 8% said they would use it very little (2-3 times a year).

The majority of the teachers (92%) indicated they spent quite a bit of time and energy working on new techniques to improve their teaching.

In addition to the information on the most significant technique the teachers had tried, all of the teachers stated they had tried between 5 and 12 other new classicom techniques this year. Seventy percent indicated they had gotten some of the 2 ideas from the Inservice Center Workshops, and 100% of the teachers said they would use the ideas again.

In summary, it would appear that while teachers are using the ideas and techniques from the Inservice Center Workshops the most significant or interesting techniques were from some other source. It also seems that the teachers spend quite a lot of time working on new techniques and share their ideas with other teachers. This may suggest that some workshops involving the exchanging of teacher ideas rather than Inservice Center directing the workshops might be beneficial to the teachers.

Questionnaires were Lint to the Title I teachers (N=19), aides (N=19), principals of the participating schools (N=22), and members of the Advisory Council (N=7) in order to gain information concerning their perception of the program and their suggestions for improvement. Copies of these questionnaires can be found in Appendix E, F, G, and H. Comparable questions were asked of each group in order to determine whether the program was perceived differently by different groups.

When asked about the advantages and disadvantages of having Title I personnel in nonpublic schools 88% of the principals and 84% of the teachers indicated there were advantages. Six percent of the principals indicated no advantages, 6% of the principals and 4% of the teachers did not respond to the item. The advantages listed by principals and teachers were very similar and included the benefits of providing additional, individual, remedial help to the students, more materials and equipment, the opportunity to exchange ideas and skills, and less discipline problems. Sixty-one percent of the principals and 20% of the teachers indicated there were disadvantages in having Title I personnel in nonpublic schools. Twenty-two percent of the principals and 32% of the teachers indicated no disadvantages, and the remainder did not respond to this item. Among the principals' responses there was little agreement as to the type of disadvantages. Those listed included the problems caused by hiring the teacher after the planning had been accomplished, the difference in holidays, teachers not being propared, teachers carrying tales from one school to another,



and the difference in philosophy. The teachers also saw the difference in philosophy as being a disadvantage, and also mentioned personnel problems between Title I teacher and principal and equipment sharing as disadvantages.

A question was asked concerning the use of the Title I teacher aide. Seventy—two percent of the principals indicated the aide had been used effectively, twenty—two percent indicated they had not, and six percent did not respond. The principals suggested that inservice training and planning for the aides would be helpful and that the aides work more with the students. Eighty—eight percent of the teachers indicated the aide had been helpful, eight percent were doubtful, and four percent said the aide was not available. The teachers in general listed the following ways in which they had used the aide:

Working with students	72%
Correcting papers	68%
Preparing materials	52%
Keeping records	44%
Care and use of Audiovisual equipment	36%
Distribute and collect materials	20%
Bulletin boards	16%

Seventy-five percent of the aides felt their time had been used effectively, six percent felt it had not, six percent were undecided, and thirteen percent did not respond. One hundred percent stated they worked directly with the students on activities such as games (69%), individual student problems (31%), flashcards (25%), storytelling (25%), and reading (19%). The three activities listed most often as the one activity they did most were: working with students, checking papers, and reinforcing skills. The majority of the aides felt that working with the students was the most important activity they engaged in. In general, the principals, teachers, and aides view the aides working with the students as being desirable; however, the principals would like to see the aides working more with the students.

A question concerning the use of the audiovisual equipment was asked of principals and teachers. The responses indicated that the equipment is kept in various places including Resource Centers, classrooms, supply rooms, audiovisual rooms, Title I rooms, and the office. Regarding the use of audiovisual equipment, 100% of the principals who responded and 96% of the teachers indicated that the equipment was used by both Title I and non-Title I personnel. One teacher stated that it was used by Title I only. (Since 100% of the principals who responded indicated both Title I and non-Title I, this teacher may have been one of the schools from which no questionnaire was returned by the principal.)

In response to the question whether the audiovisual equipment was available to the Title I teacher when he/she wanted it, 94% of the principals said it was always available, and 6% said it was available most of the time. The teachers, however, did not perceive the situation in exactly the same way in that 52% stated it was always available, 40% said that it was available most of the time, and 8% indicated it was rarely available.



Since the Title I equipment is designated for use by the Title I teacher with students in the program and should therefore be available for this purpose at all times, the information concerning the fact that this is not the case in all instances was given to the Coordinator of the Nonpublic Program, the Director of Program and Planning, and the Director of Federal Programs so that appropriate steps could be taken to correct this situation. Meetings will be held with the nonpublic school personnel to reinforce the importance of the Title I teachers' use of the Title I equipment, and a close check will be kept to insure the correct use of equipment in the future.

Sixty-seven percent of the principals and forty-four percent of the teachers indicated a need for additional audiovisual equipment. Both teachers and principals wanted the Hoffman equipment, cassettes, primary typewriter, record player and overhead projector. In addition, the teacher mentioned the need for listening materials, Language Master, Systems 80, and TV. Thirty-two percent of the teachers indicated problems with the audiovisual equipment including broken equipment and the need to shift it from one school to another. No principals reported problems of this sort.

The principals, teachers, and aides were asked about their perception of the role of the Coordinator of the Nonpublic Program. The responses from all three groups indicated that there was confusion about the role of the Coordinator. In many instances, the Coordinator's duties were confused with those of the person in charge of audiovisual equipment. In other instances, duties such as supervising students and making bulletin boards were attributed to the Coordinator. This would suggest that perhaps a job description or role clarification is needed and should be communicated to principals, teachers and aides. The principals did indicate that the Coordinator had been helpful in supplying information to them. The teachers felt the Coordinator had been helpful in providing advice and materials and in curriculum and instructional improvement.

Suggestions by the principals for ways in which the Coordinator could be helpful in the future included visiting the school more frequently, requiring specific objectives, hiring teachers earlier, working with teachers to improve their skills, and taking care of the program totally through the teachers. The teachers felt the Coordinator could be helpful in the future by being more available for consultation and by giving suggestions and help, providing orientation in guidelines and expectations of teachers and aides, and providing diagnostic test information. The aides suggested that the Coordinator provide a workshop concerning rules and regulations, that they be allowed to continue their education at Harris and that they have meetings and discuss problems. All of the teachers indicated a need for a full-time Coordinator.

A question was asked of the teachers concerning their use of the Hoffman Program materials. All who used it indicated they liked it and 12% of those who did not have it said they would like to use it next year. It is interesting to note that despite the teachers' enthusiasm for the program, the ITBS test results indicate no statistically significant difference between gains made by the students using Hoffman and those not using the Hoffman. This might suggest that while the Hoffman Program may not be a more effective teaching method than the standard Title I curriculum from the standpoint of student achievement gain its usefulness lies in the teachers' enthusiasm for using it.



Suggestions for improving the program were requested from principals, teachers, and aides. Eighty-eight percent of the principals made suggestions, six percent indicated everything was fine, and six percent did not respond. The most frequently made suggestions included the need for a diagnostic test, hiring teachers earlier, better screening of teachers, lower degree of deprivation for students in the program, full-time rather than part-time teachers, more efficient way of running the program, more money for supplies, better communication between principals, teachers, and Coordinator, definition of responsibilities, examination of block numbers, and full-time Coordinator.

Seventy-two percent of the teachers made suggestions and 28% did not respond. Teachers' suggestions included having inservice before school opens with practical ideas and procedures for remedial programs, better placement measure, full-time coordinator, Title I material located in one area, more organization, traveling library, individual conference with administrators, no split days, better rooms, smaller class loads, explanation of evaluation of teachers, better selection of aides, and more communication between principal, teacher, and Coordinator.

Sixty-nine percent of the aides made suggestions and 31% did not respond. Their suggestions included enforcing the guidelines, better space, limiting the number of students and a better way of receiving equipment.

In summary, the principals, teachers, and aides seemed to agree that the program was beneficial to the students and was, for the most part, successful. The implementation of their suggestions of hiring the teachers earlier, screening teachers and aides, providing inservice training, more communication between those involved, etc. might help alleviate the aspects of the program that were perceived as problems. A clarification of the use of Title I audiovisual equipment is currently being made to the personnel involved and this situation should be corrected in the 1974-75 year's program.

A summary of the results of the Advisory Council Questionnaire (Appendix H) is presented in Table 21. Of the seven members on the council, six responded to the questionnaire (since they were sent at the end of the school year, it is likely that the remaining member was on vacation).

Table 21 indicates that 83% of those responding felt the number of council members were sufficient while 17% were undecided. They all felt free to offer suggestions, felt the council was representative of nonpublic school interests, and that the nonpublic school personnel helped them to contribute to committee decisions. Eighty-three percent indicated that the council contributed to improving communication, that it functioned well in offering suggestions and making recommendations, and that the recommendations they made were accepted and implemented. One person disagreed that the council functioned well and while no explanation was given, the individual's suggestions indicate that they felt the council's task should not be to convey information to the nonpublic schools but rather should plan programs and advise public school people of nonpublic needs. One hundred percent of the council numbers indicated the need for a full-time Coordinator. The following suggestions were rucke concerning issues that had not as yet been resolved and ways for improving the work of the council, improving objectives, etc.



TABLE 21 .
SUMMARY OF RESULTS OF NONFUBLIC ADVISORY COUNCIL QUESTIONNAIRE

Que	stion	Agrec	Undecided	Disagree
1.	Number of members sufficient	83% (5)	17% (1)	
2.	Free to offer suggestions	100% (6)		
3.	Committee representative of interests	100% (6)		
4.	Personnel helped me contribute	100% (6)		
5.	Committee contributes to improving communication	83% (5)	17% (1)	
6.	Committee functioned well	83% (5)		17% (1)
7.	Recormendations accepted and implemented	83%	17% (1)	

8. Coordinator should be:

Full-time: 6
Part-time: 0

- 1. Determine when meeting should be called.
- 2. Determine what information should be made available to whom.
- 3. Involve nonpublic personnel at the highest level of decision making in the city to insure equitable services to nonpublic and public schools.
- 4. Council should advise the public school people of nonpublic school needs; take the lead in planning programs; and monitor project activities and propose changes.
- 5. Need better communications between Council members and nonpublic school principals.
- 6. Need more meetings with Director of Federal Programs.
- 7. Council members should give chairman ideas for the agenda.



- 8. Coordinator should be prepared with data requested and other data that would be helpful.
- 9. Copies of data should be prepared for each member of the council by the Coordinator.
- 10. Two "old" members should withdraw from the council and two new ones be named.

Although there were many suggestions made, the results seem to indicate that the council members felt the council had functioned adequately and contributed to the success of the program.

CONCLUSIONS AND RECOMMENDATIONS

The results of the achievement data indicate that except for Grade 6 the Title I nonpublic program fell somewhat short of their achievement objective. The students improved their skills in all areas tested but did not show an 8 month gain in all areas. At Grade 5 the objective was not achieved in any area tested while in Grade 4 it was achieved in only Vocabulary. Since the normal amount of gain expected for the average student is 10 months, the average gains achieved by these students indicate there is much to be done to close the gap between where the students are and where they are expected to be according to the national norms. (It should be noted that not all students participated in all programs.)

It is recommended that special consideration be given to Grade 5 in which the objective was not achieved in any area to determine the reason for this lack of gain. In addition, the discrepancy between Grade 4's achievement gain in Vocabulary and Reading should be investigated to determine why there seems to be such a small amount of transfer of training between two such highly related areas.

In looking at the separate programs it appears that, except for Grade 5, students in both the Reading Program and Math Program did equally well. Since the other programs had so few students (two or less) no statement concerning their effectiveness is possible. It is suggested that both the Reading Program and Math Program be continued, and that Grade 5 be considered in terms of why this particular grade differs from all other grades. Since so few students are involved in the other programs, it is questionable whether these programs are necessary. It is suggested that the possibility of placing these students in one of the other programs be considered.

In terms of improvement of student self-concept, little difference was found between pre- and post-scores or between Title I students and Control students. This would suggest that inclusion in the Title I program does not affect student self-concept; however, in view of the limitations discussed earlier, this may not be an accurate statement. It is recommended that self-concept be looked at again next year through the use of a more cificient instrument.

The effect of inservice training was evaluated by a questionnaire administered after each workshop and a questionnaire dealing with new techniques the teachers had used. The results indicated that the teachers had utilized some of the ideas



gained from the workshops; however, these ideas were not mentioned as frequently as ideas obtained from other sources. It is suggested that, in order to insure that the teachers find the workshops helpful, a survey or needs assessment be made of the norpublic Title I teachers and aides, and this information used in planning the workshops for the future. In addition, workshops involving exchange of teacher ideas might be beneficial.

In considering the effects on student achievement of the addition of Title I personnel to the nonpublic program a comparison was made of this year's and last year's gains. The results indicate that the addition of personnel to the program did not result in an appreciable increase in achievement. This may simply reflect the tiend of decreasing student achievement noted in other Title I programs rather than relate to the addition of personnel to the program. On the other hand it may indicate a problem within this year's program. On the questionnaires both principals and teachers indicated advantages and disadvantages of having Title I personnel in nonpublic schools; however, the advantages cited were considerably more numerous than the disadvantages. It may be helpful to consider the disadvantages mentioned by the personnel involved along with the components of the program to determine why the addition of personnel did not have a more positive effect on student achievement.

Since the Hoffman Reading Lab was used in several schools a comparison was made between students using Hoffman Reading Lab and students using only standard Title I materials. Little difference was found between the achievement gains of the two groups. However, on the teachers' questionnaire those teachers who had used the Hoffman indicated that they had liked it, and the teachers who had not used it said they wanted it. Although the teachers liked the program, considering the cost of the Hoffman Reading Labs and the fact that achievement gains were no greater than with the standard program, it is suggested that Hoffman Reading Labs not be included in additional schools until a more thorough evaluation can be made.

Both the principals and teachers indicated that the Title I teacher aides had been a helpful addition to the program; however, it might be worthwhile to provide inservice training at the beginning of the year for both teachers and aides to clarify their role and to discuss methods of using their time more effectively.

The questionnaire results indicated that both Title I and non-Title I teachers use I the Title I equipment, and while the principals stated that it was always available for use by the Title I teachers, only 52% of the teachers stated that it was always available. Since the Title I equipment is designated for use by the Title I teacher with students in the program and should therefore be available for this purpose at all times, the information concerning those teachers who felt this is not the case in their schools was given to the Coordinator of the program, the Director of Program and Planning, and the Director of Federal Programs so that appropriate steps could be taken to correct this situation. The personnel involved will be apprised of the situation and the importance of the availability of the Title I equipment to Title I teachers will be emphasized. In addition, a close check will be kept to insure the correct use of the equipment in the future.

Postorses to the principal, teacher, and aide questionnaire indicated a confusion concerning the role of the Coordinator of the program. This seems to suggest that a cetailed job description or role clarification should be made



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and communicated to the principals, Title I teachers, and aides at the beginning of next year's program.

Although many of the teachers and principals stated that the Coordinator had been helpful to them, the following suggestions were made concerning ways in which they felt the Coordinator could provide needed services in the future:

- 1. Visit the schools more frequently.
- 2. Require specific objectives.
- 3. Work with the teachers to improve their skills.
- 4. Hire the teachers earlier so they can be involved in the school's planning activities.
- 5. Provide orientation in guidelines and expectations of teachers and aides.

During the first part of this year the Coordinator has worked on a part-time lasis; however, it was indicated by principals, teachers and members of the Adviscry Council that a full-time Coordinator is needed. Since the duties of the Coordinator are numerous and the types of activities suggested as being needed by the principals and teachers are somewhat time consuming (i.e. visiting in the schools, working with the teachers, etc.), it was recommended that a full-time Coordinator be considered for the 1974-75 school year. This was accomplished in May, 1974.

Although the program was perceived by the principals, teachers, and aides as being successful, several suggestions for improving the program were made. The most frequently mentioned suggestions included the following:

- 1. The need for a diagnostic test
- 2. Better screening of teachers and aides
- 3. A lower degree of deprivation for inclusion in the program
- 4. Full-time rather than part-time teachers
- 5. More efficient method of administering the program
- 6. Definition of responsibilities
- 7. Reexamination of block numbers
- 8. More communication between principals, teachers, and administrators
- 9. Enforcement of the guidelines

In general, the Nonpublic Advisory Council seemed satisfied with their progress during this year; however, in their suggestions they mentioned the need for



better communic tion with the nonpublic principals and the Director of Federal Programs, as well as, written reports and data provided by the Coordinator. They also suggested that nonpublic personnel be involved at the highest level of decision-making in the city to insure equitable services to nonpublic and public schools.

During the year several inservice workshops covering a variety of topics were provided for the nonpublic Title I teachers and aides. These workshops were well received by the participants and sceral of the teachers indicated that they had used the ideas presend in their classrooms. The suggestions made by the teachers as well as the lits of the questionnaires indicate the need for (1) a needs assessment or survey of the teachers and aides to determine the areas in which together inservice training will be most beneficial; and (2) an orientation workshop at the beginning of the school year for the purpose of discussing the guidelines, rules, and regulations, and specific ideas for remedial programs in both reading and math.



APPENDIX A

St	uden	t's Name_				Gr	ade	School										
		У				liddle			Upper									
Te	ache	r's Name_																
(E	xper	imental G	roup)														
						WOULD YOU?			ображивация и пробосно прости по прости по прости по прости по прости по прости по прости по прости по прости По прости по <u>lre</u> feel	ctio abo	ns: See ut yourse	how i	well you can de Here is a samp	scri le?	be yourself.	Mark	the box the	it tells how you
	How	often do	you	have a dollar	in y	our pocket?												
	[]	Almost never	[] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									
lf y oox	ou t [✓]	hink you l before "al	have b out	a dollar in yo half the time.	ur p	ocket about ha	lf th	e time, put	a mark in the									
Reme	mber ribe	, none of yourself	the Ra	questions have aise your hand	rig if y	ht or wrong an ou have any qu	swers estio	. They are	just ways to									
١, ١	How	often do	you	feel free to sa	ay w	hat you really	thin	k?										
	[]	Almost never	[] Not very often		About half the time			[] Almost Always									
	How	often do	you	try to make th	ings	turn out the	way y	ou want?										
	[]	Almost never]] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									
3.	Wohl	often arc	you	La leader when	fri	ends are aroun	d?											
	[]	Almost never	[] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									
}.	How	often do	you	feel left out o	of t	hings?		•										
•	[t]	Almost never]] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									
·	How	often do	you	think that good	gr	ades are import	tant	to you?										
	[]	Almost never]] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									
	How	often do	you	think the téach	er	likes to teach	you?		56									
ER I)	Almost never	[] Not very often	[]	About half the time	[]	Most of the time	[] Almost Always									

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7.	How	often do	you	feel	smart	enou	gh t	o work hard p	roblem	ns?		
	; j	Almost never	ſ] Hos			[]	About half the time		Most of the time	[]	Almost Always
8.	How	often do	ýοu	learn	from	your	mis	stakes and try	not t	o do t hem a	again?	
	[]	Almost never	[very en			About half the tir	[]	Most of the time	[]	Almost Always
9.	How	often, wh	en y	ou ar	e home	e, ძა	you	and y par	ents t	alk about y	your so	chool work?
	[]	Almost never	[-	very		[]	About falf the time	[]	Most of the time		Almost Always
10.	How	often do	γου	read	books	or m	agez	zines, other t	han fo	or school wo	ork?	
	[]	Almost never	[] Not	very en		[]	About half the time	[]	Most of the time	[]	Almost Always
11.	Нож	often do	you	feel	like	comi n	ig t o	school in th	e morr	ning?·		-
	[]	Almost never	[] Not	very en		[]	About half the time	[]	Most of the time	[]	l Almost Always
12.	How	often do	you	make	up yo	ur ow	/ n m	ind instead of	listo	ening to oth	her ki	ds?
	[]	Almost never	[t very ten		[]	About half the time	[]	Most of the time	[]	Almost Always
13.	How	often do	you	stic	c to a	hard	l jol	b until you fi	nish	it?		
	[]	Almost never	[i vory ten			About half the time	[]	Most of the time] Almost Always
14.	How	often do	you	feel	happy	to l	oe w	ho you are?				
	[]	Almost never	[t very ten		[]	About half the time	[]	Most of the time		Almost Always
15.	How	often do	you	work	hard	even	if	the reward or	payof	f isn't soo	n?	
	[]	Almost never	[t very ten		[]	About haif the time	[]	Most of the time	[] Almost Always
16.	How	often do	you	like	to de	cide	thi	ngs for yourse	1f?			
	[]	Almost never	[t very ten		1)	About half the time	[]	Most of the time	ſ] Almost Always



APPENDIX B

WOLKSHOP EVALUATION FORM

une pu pose of the Title I Inservice Program is to identify inservice training that orks well with St. Louis teachers. This evaluation form will be used to make acisions about future inservice offerings. Your frank responses to the following tems will be appreciated.

-13	ame of your school	and the second s	Position:	teacher, aide	e, Î	lo. o	f da	ys att	ended
	Date	Public	No	onpublic	Wo	rksh	op N	ame .	
'IR	ECTIONS FOR RECORD	ING RESPONSES	ON ANSWER S	SHEET					
nro	d each statement ca bably disagree, or ner:	arefully. The <u>disacree</u> with	en indicate n each state	whether you <u>again</u> ment. Mark yo	gree, pr our ansv	robab vers	lv a in t	oree, he fol	lowing
If.	you AGREE with the	statement, Ci	rcle "A" .		(A 1	PA	PD	D
	you are somewhat un h the statement, C					۸ (۱	PA	PD	D _.
f ·it	you are somewhat un h the statement, C	ncertain, but ircle "PD"	PROBABLY DI	SAGREE		A	PΑ	PD	D
F.	you DISAGREE with	the statement,	, Circle "D'	• • • • • •	• • •	A 1	PΑ	PD	(D)
	The content of the expected it to be	is workshop wa	as good (or better than	I	A :	PA	PD	D
	The conductor of in answering our	•	was genuine	ely interested		Λ	PA	PD	D
	The conductor of goals.	this workshop	made a clea	er statement o	f	A	PA	PD	D
	The conductor of about.	this workshop	knew what l	ne was talking		A	PA	PD	D
٠,	I felt at ease and	i able to inte	eract in th	is workshop.		Α	PA	PD	D
6.	This workshop was	conducted in	a well-orga	anized fashion	•	٨	PA	PD	D
	I would recommend	this workshop	to my col	leagues.		Α	PΑ	PD	D
8. ERI	I could share with earned during the	n my colleague e inservice pr	es the ideas rogram.	or methods	58	A	PA	PD	D

9.	Please list the most important ideas presented in this workshop.
	Rank them in importance.
	(a)

- (-)
- (i)
- *(c:)*
- **ζ**₫)
- 10. List the ideas you intend to use in your work situation.
 - (a)
 - (b)
 - (c)
 - (d)

ADDITIONAL COMMENTS:



APPENDIX C

INNOVATIVE PROJECTS TRIED BY THE TITLE I NONPUBLIC TEACHERS

- 1. Finding little words in big words in spelling and pronunciation
- 2. Making crystal gardens
- 3. Flash cards with Dolch words
- 4. Students work with partner or in group of three
- 5. Read story to students. Type ending with words missing and students complete
- 6. Student reads library book; then write report pretending they are book salesman
- 7. Individual folders with students week's assignments written out
- 8. Game assignment of pupil's reading level; have assignments ready when student arrives
- 9. Telephone shopping
- 10. Use of newspaper as supplementary reading
- 11. Contract with students for assignments; teacher acts as resource person
- 12. Quiz flash cards for reinforcement of math skills
- 13. Dramatic improvisation theatre techniques



NEW CLASSROOM TECHNIQUES

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I teacher in the nonpublic schools..

Please be assured that your responses will be treated confidentially.

Return the completed questionnaire to the Division of Evaluation, 1517 S. Theresa, Attn. Dr. Jean José by April 24, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. José, 865-4550, Station 35. Thank you for your cooperation.

	•
Ple	Title I Reading Teacher in a nonpublic school Title I Math leacher in a nonpublic school Title 1 Language Arts Teacher in a nonpublic school Other
and roo:	are interested in knowing of classroom techniques for improving pupil learning motivation which you have discovered or adapted and tried in your own class—m. This is not meant to include new programs adopted by the school system, n as modern math or Hoffman, but rather your own classroom techniques.
Ί.	Please think of the various techniques which you yourself have tried out in your own classroom during the past school year.
	Please check one: I have tried someI have tried none. (If 'none', please skip to Question
	We would like you to consider the new classroom technique which you regard as most significant or interesting. Please describe it briefly. What specifically did you do?
	The classroom technique you just described can be "original with you" (i.e., you discovered/invented it), or you "got it from somewhere else." Please check below the position that best describes your technique.
·	Original with me (to the best of my knowledge). Got it somewhere else and made major changes. Got it somewhere else and made minor changes. Got it somewhere else without making any changes.



. If n	ot totally original, where did you get it? (Check as many as apply.)
	Inservice Center Workshop Teacner in this school Hy principal
	Magazine, journal or newspaper
	District Norkshop Workshop, conference or institute outside the school system Book
	Student Local curriculum materials
	Teacher in another school
	Outside consultants University class
	Supervisor, coordinator, curriculum specialist
	A parent Guidance, or social worker
	Other (Please specify.)
4. How	did you hear about it? (Check as many as apply.)
	Formal explanation Informal conversation
	Observed it in use
ı	Special demonstration Audiovisual (film, TV, slides, tape, etc.)
	Written account
	Otner (Please specify.)
5. As	far as you know, to what extent is the technique you described being used other teachers? (Please check one.)
, •	1 To a great extent (at least once weekly.)
	Quite a bit (at least once monthly.) To some extent (once every two or three months.)
	A little (two or three times a year.) Not at all
6. How	often in the past year have you told other teachers about this particular ssroom technique?
. 1	1 Often
	Several times 3 Once or twice
	4llever
	what extent are you likely to use this technique you have just described in?
	To a great extent (at least once weekly.)
	Quite a bit (at least once monthly.) To some extent (once every two or three months.)
O C	A little (two or three times a year.)
	L COT ST SU

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8.	To what extent do you feel that new techniques are being used in other class- rooms in your school to improve pupil learning?
	To a great extent (at least once weekly.) Quite a bit (at least once monthly.) To some extent (once every two or three months.) A little (two or three times a year.) hot at all
9.	Looking at yourself as a teacher, how much time and energy do you put in on new classroom techniquesones you have discovered or adapted?
	1 A lot 2 Quite a bit 3 Some 4 A little 5 None
10.	During this past year, about how many other new classroom techniques would you say you tried?
	1. 0-1 2 2-4 3 5-8 4 9-12 5 13 or over
11.	If they were not totally original, where did you get them?
	Inservice Center Workshop Teacher in this school My principal Magazine, journal or newspaper District Workshop Workshop, conference or institute outside the school system Book Student Local curriculum materials Teacher in another school Outside consultants University class Supervisor, coordinator, curriculum specialist A parent Guidance, or social worker Other (Please specify.)
12.	How many of the new classroom techniques that you have tried would you use again
	1 0-1 2 2-4 3 5-8 4 9-12 5 1° or over
	63

APPENDIX E

NONPUBLIC TITLE I TEACHER QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I teacher in the nonpublic schools.

If you serve in more than one school, please complete a questionnaire for <u>each</u> school. Let your responses reflect conditions as they exist in that particular school.

Please be assured that your responses will be treated confidentially.

Please return the completed questionnaire to Division of Evaluation, 1517 S. Thorosa, St. Louis, No., Attn. Dr. Jean Jose by April 19, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. Jose, .865-4550, Station 35. Thank you for your cooperation.

1.	Indicate the number of Title I	students in your program in the school.
2.	On the average, how many stude	nts do you teach each period?
3.	On the average, how many period	ds do you teach each day?
4.	Do you see all of your Title I	students every day? YesNo
5.	If no, ' # often?	
6.	Please , state the number and	length of your instructional periods weekly.
	Reading	Average length of each period
, i	Nath	Average length of each period
	Language Arts	Average length of each period
	Other	
7.	Did you use the Hoffman Progra	m this yea)?
	Reading: Yes	No



	If yes, did you find it a valuable teaching method? YesNO
	If no, explain:
	\cdot
8.	Has your teacher eide been helpful to you? Yes No
9.	List at least 3 ways in which you have utilized your teacher aide?
•	
10.	I have found the Coordinator to be helpful to me in the following ways: (list)
11.	Please indicate ways (not mentioned in #9) In which the Coordinator could be helpful to you in the future.
	Separate Sep
12.	Where is the Title I audiovisual equipment in your building kept?
13.	Who uses the Title I audiovisual equipment? (check one)
	Title I personnel only
,•	
	Nonpublic school personnel only
	Both Title I and nonpublic personnel



Always	Most of the time	Rarely	Never
Please list any	additional equipment items need	ded:	
	and the state of t		
Please indicate	problems, if any, involving the	s use of the audiovi	sual equipment.
			and the second s
	فستودو بر ودنوس فيستسبب بيسيدين الشيور المستدوية الديوسية و صوفات الأولى والما والما المساب المسابقة ال		allinda on salaudinas undaladarinas arradio, literaturina, terbalaida padas, despedies, despedies, despedies,
	problems, if any, created by hals.	aving public Title	personnel in
nonpublic schoo	ls.	•	
nonpublic schoo	ls.		
nonpublic schoo	ls.		
nonpublic schoo	ls.		
Please indicate	ls.		
Please indicate	advantages, if any, of having p	oublic Title I perso	nnel in nonpublic
Please indicate	advantages, if any, of having p	oublic Title I perso	nnel in nonpublic
Please indicate	advantages, if any, of having p	oublic Title I perso	nnel in nonpublic
Please indicate	advantages, if any, of having p	oublic Title I perso	nnel in nonpublic

- 20. Please indicate any suggestions you have for improving the:
 - 1. Program

2. Evaluation

APPENDIX F

NONPUBLIC TITLE I AIDE QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire be completed by each Title I aide in the nonpublic schools.

If you serve in more than one school, please complete a questionmaire for <u>each</u> school. Let your responses reflect conditions as they exist in that particular school.

Please be assured that your responses will be confidential.

Please return the completed questionnaire to the Division of Evaluation, 1517 S. Theresa, St. Louis, Mo., Attn. Dr. Jean Jose, by April 19, 1974. An addressed envelope is enclosed for your convenience. If you have any questions, please call Dr. Jose, 865-4550, Station 35. Thank you for your cooperation.

1.	Please list the 4 activities	or duties you feel were most important that you
	have performed as a teacher a	ide this year.
	·	

2	In which one activity have yo	u spent most of your time?
•		
3.	Do you work directly with the	students? YesNo
	If yes, with how many student	s do you usually work. (check one)
	One	. Large group (5-15)
	Small group (2-5)	More than 15



Continued

Do you	feel your time	is being	used eff	ectively	? Yes		No	
If no,	please make su	ggestions	for ways	your ti	me cou	ld be us	ed more	effective
in the	future		and the same of th		, 		·	
		*						
		·		·				
	found the Coor							s: (list
								
				٠		`		
Please	indicate ways	(not menti	oned in	#5) in w	hich t	he Coord	inator c	ould be h
ful to	you in the fut	ure.						
					;			· _ · · · · · · · · · · · · · · · · · ·
	n, ₂₀₁₁				_			



8. Please indicate any suggestions you have for improving the:
Program:

Evaluation:

APPENDIX G

MONPUBLIC TITLE I SCHOOL PRINCIPAL QUESTIONNAIRE

As part of the Title I evaluation we are asking that the following questionnaire
be completed by the principal of each Title I school.
•
Please be assured that your responses will be treated confidentially.
Please return the completed questionnaires to the Division of Evaluation,
1517 S. Theresa, St. Louis, Mo., Attn. Dr. Jean Jose by April 19, 1974. An
addressed envelope is enclosed for your convenience. If you have any questions,
please call Dr. Jose, 865-4550, Station 35. Thank you for your cooperation.
 Indicate tile number of participating students in each grade level in the total Title program in your school. Where is the Title audiovisual equipment in your building kept?
3. Who uses the Title I audiovisual equipment? (check one)
Title I personnel only
Nonpublic school personnel only .
Both Title I and nonpublic personnel
4. Is the Title I equipment available to the Title I teachers when they want to
Always Most of the time Rarely Never
5. Please list any additional items equipment needed?
The state of the s



1		und the Co				to me in	the fo		ways.	
						•				
	o you in	dicate way the futur	c.							
_										
Do		el that th	ne teache						anner.	
11		easc give	suggesti	ons for w	ays to	improve	the us	e of the		
P1	lease inc	dicate pro		and the second s	ul Guide Americo e bus	and the second displacements and				
						gang gang garan sagarah da Sal gang gang gang gang gang gang gang gang				
_	lease in chools.	dicate adv	antages,	if any,	of liav	ing publi	c Titl	e I perso	nncl i	n nonpubl
					· · · · · · · · · · · · · · · · · · ·			 		
					La canara na mandu	المحافظة الم			 	ومراهد والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والمحاود والم



- 12. Please indicate any suggestions you have for improving the:
 - 1. Program

2. Evaluation

APPENDIX H

NONPUBLIC ADVISORY COUNCIL QUESTIONNAIRE

As part of the nonpublic Title I evaluation, we are asking that the following q estionnaire be completed by each member of the Advisory Council. Please be assured that your responses will be treated confidentially.

	ase indicate your responses by circling the numeral of you erical rating means:	ır choice.	The
	1 STRONGLY AGREE		
	2 SOMEWHAT AGREE		
	3 UNDECIDED		
	4 SOMEWHAT DISAGREE		
	5 STRONGLY DISAGREE		
1.	THE NUMBER OF COMMITTEE MEMBERS WAS SUFFICIENT TO HELP PLAN AND KEEP THE NONPUBLIC SCHOOL PERSONNEL INFORMED OF TITLE I ACTIVITIES		
2.	I FELT FREE TO OFFER SUGGESTIONS AT ALL OF THE COMMITTEE MEETINGS		
3.	I BELIEVE THE COMMITTEE IS REPRESENTATIVE OF NONPUBLIC SCHOOL INTERESTS		
4.	NONPUBLIC SCHOOL PERSONNEL HAVE HELPED ME TO CONTRIBUTE TO COMMITTEE DECISIONS	•	
5.	I BELIEVE THAT THE COMMITTEE DOES CONTRIBUTE TO IMPROVING COMMUNICATION BETWEEN PUBLIC AND NONPUBLIC TITLE I PERSONNEL	•	
6.	THE COMMITTEE HAS FUNCTIONED VERY WELL IN OFFERING SUGGESTIONS AND MAKING RECOMMENDATIONS		
7.	I BELIEVE THAT THE PARENT ADVISORY COUNCIL LISTENED TO OUR SUGGESTIONS AND CONCERNS		
8.	I BELIEVE THE POSITION OF COORDINATOR SHOULD BE (PLEASE CHECK ONE)	pa	
	PART TIME FULL TIME	74	

9. PLEASE OFFER YOUR COMMENTS AND SUGGESTIONS FOR CONTINUING, IMPROVING OBJECTIVES, SIZE OF COMMITTEE, ETC. USE THE REVERSE SIDE IF NEEDED



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs Title I, ESEA

Board of Education

NAME	OF	LEA of	City (of St. Louis	COUNTY CODE_	115 LEA	CODE 115
TYPE	OF	PROGRAM		Neglected	Delinquent	(Circle C	ne)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	of	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.													
	• -	38	Re	egular S	Sch	ool Ten	n			7	Sun	nme r		

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated. .

TABLE 1 Not applicable

TABLE	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily					
Other (Specify)			l		

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	SRACE	REGULAR Yéar	SUMMER	UNDUPLI- CATED TO*AL
	(1)	(2)	(3)	(A)*
1				
2	Kindergarten	5	8	8
3	Grade 1	9	16	16
4	Grade 2	9 -	9	9
5	Grade 3	8	9	11
6	Grada 4	15	31	33
7	Grade 5	11	22	24
8	Grada 6	15	34	44
9	Grade 7	21	37	49
10	Grade 8	12	77	88
11	Grade 9	3	21	24
12	G-14-10	1		1
13	Grade 11			
14	Grad 12			
	Ungraded		J 9	19
	TOTAL (SIM OF 148)	109	283	226

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY LIST FOR PROJECT	к-6	7-12	UNGR
Reading	127	143	19
Language Arts	127	143	19
Mathematics	127	143	19
4 Social Studies	26	18	
Science	26	18	
6			
7			
ε .			
9			
10		·	
11			
12			

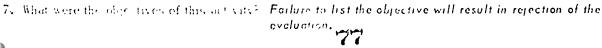
Page 2 Instructional

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - & C

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Na	me of LEA	st.	Louis	Public	Schools	_ Count	v Code _	115	LEA	Code _	115
		Р	ROGRES	S REPOR	T OUTLINE	FOR TIT	LETINS	TRUCTIO	NAL ACTIVIT	Y	
	Regular v be answei	ear (R)	() and Si each insi	miner (Su) tructional	programs sh	ould be r not leav	eported s	separately.	g to the followi Each question directions on t	should	
1.	Name of	he ins	tructiona	l activity	evaluated in	this repo	ort	onent VI Delinque	- Neglecte nt		(RY), Su Circle One)
2.	Indicate	he per	son (s) d	oing this e	evaluation (re	egular en	plovees	or consulta	ints).		
	-	erinter inselor						itle of the	person primari	ly resp	onsible for
	() Cla	ıssroon	n teacher					r. Jean .	• •		
		ncipal	-			Te	lephone :	Number	314-865-4	550	
	(√) Oth	er (spe	Ecif.) Si	valuator	the Divis	can Jos	e Evalua	2 t 10 n			
3.	Indicate,	in num	ber of we	eks, the l	length of time	e this act	ivity ope	rated.			
			40	Regula	ar year					\$	Summer
	Indicate t	he num			chool childre	n eligible	for Titl	e I program	s, involved in	this ac	ctivity.
		109	Regu	lar year fi	rom grades _	<u>Kg = </u>	12		Summer fro	m grad	es
5.	a. Indicat	e the r	umber of	participa	nts in which	pre and	post eval	uation is a	vailable.		
				Regul	ar vear				·		Summer
			renami Page 5		ants evaluati acher judg		ount for:	the differer	nce between itc	em 4 ar	d item 5a
٠.		NU CA	TE THE A	.√5040E A	HOURT OF TH	EACPIL	D PAPTICE	PATED IN T	HIS ACTIVITY EA	CH WE	-к
		1		Perioss Per	Werk				of Instructional P	criod	
	L		? -	<u>ي</u>			<u>, , , , , , , , , , , , , , , , , , , </u>	30 - 45	5 minutes		





8. Prescribblectives of exposed a manufactive of arts, charts, the exposed in calluating the instructional activity. The summary of the should show the risks for having conclusions about student progress and the socies of the ecologist. The tobles below are minimums. Leel free to submit such other data as may be perform to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVENENT SCORES WHAT GAINS SHOWN Name of test used _______ Complete this chart only where tests are used for evaluation

Grade	Number of Scidents	!	Mean Post Test	Gain
:				
		V 2 1000 - 1000		

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THELE UNSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests _

	Pre														
GAINS	K	K	'	2	3	1 4	5	6	7	8	9	10	11	12	TOTAL
1 11 - 10 m 1 FY 0 - 11 11 11 11 11 11 11 11 11 11 11 11 1															
5 re Storth PY .71 = 7.7 ets. PS .75															
No en															
5.151/ 13 - 41 Rt 15/4/20 5 - 61 RS 75 - 17 SU 25/4/20 5															
TOTAL															Grand Total

TABLES, 11 TOK ANTRAGE AT MELY GARAS OF STUDIES PARTICIPALING TIN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Pr or Guins:

Prior overage yearly so n Peters indees wolent score = 1 See back of page 5

SUBER OF SITUENTS BY OPADE LEVEL													
£ 0. 4	,	7	3_	4	,	<u>'</u>		ş	2	<u>5</u>	: 1	12	*CTAL
5 · · · ·								i 					
	() , /	ļ 		i i				ļ					
19.00						ļ							
1.51 A .	 }												
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PROGRESS REPORT OUTLINE FOR THELETINSTRUCTIONAL ACTIVITY - Continued

9.	To what	degree were	the objectives	of this	activity	reached?
----	---------	-------------	----------------	---------	----------	----------

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

- 11. Make recommendation of changes, needed for this activity.
- 12. Describe any unique or innovative features of this activity.
- 13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.



PROGRESS REPORT OF HENE FOR THEEL LINSTRUCTIONAL ACTIVITY CONTINUED THEORY OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Conflete the table below showing students "ho were present for a post test but do not have a pre test score given at the appropriate time. The student, ogress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE I QUIVALENT SCORE	NATIONAL NORM * I XPECTED	DIFFERENCE + o1 ~
\.1.	3.7	3.8	1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



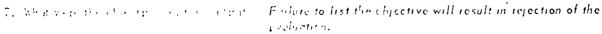
FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ARRUAL EVALUATION REPORT PART II = B

Page 2 Instructional

Evaluation of Title (Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

٠,٠	me of LEA St. Louis Pullic Schools C	ounty Code115	LFA Coo	le <u>115</u>
	PROGRESS REPORT OUTLINE FOR		LACTIVITY	
	Include a procress report for EACH instructional act Regular year (RY) and Sant er (Su) progresses should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	be reported suparately. Each	ch question sho	uld
١.	Name of the in tructional activity evaluated in this	report Component VI - and Delinquent		RY, Su (Circle One)
2.	Indicate the fersion (s) doing this evaluation (regula	ar employees or consultants	s).	
	() Superintendent () Counselor	Name and Title of the pe	-	esponsible for
	() Classroom teacher	Dr. Jean	,	
	() Principal () Other (cufv) Staff of the Division Eva. uator: Frances C	Telephore Number 314	865 4550	
3,	Indicate, in number of weeks, the length of time the			
	Repular year		7	_ Summer
	Indicate the number of nonpublic school children cli	gible for Title I programs,	involved in thi	s activity.
	Regular year from grades	283	Summer from g	grades <u>Kg - </u> ?
5.	as Indicate the number of participants in which pre-	and post evaluation is avai	ilable.	
	Regular year		258	Summer
•	1. How were the remaining participants evaluated rank) See Page 5. Teacher judgment		· between item	4 and item 5a
١.	MULLITETH ALFORD AND NOOT OF			
	Hylmoffer of to Week	;	- 45 minute	ı





National instructional activity evaluated in this opportunity

8. Present objective evidence, such a squantitative submiries, charts, tables, etc., used in evaluating the instructional activity. The submiries, etc. should show the basis for drawing conclusions adjusted entropies and the success of the activity. The tables below ore minimums. Leel tree to submir such other data as may be pertinent to the evaluation of the activity.

TABLE 3, C1 RT OF AVERAGE ACHIEVEMENT SCC., SWITH GAINS SHOWN Name of test used. ______ Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
			_	

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ___

- Regular voar Rs		1									_	1		1	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	ж х Ungr	11	12	TOTAL
Eist e Grown RY 070 yrs. RS 24's & Below SU 0 a lata & Neg.			4	4	4	3	1	2	1	17	2	6			44
Sine Growth RY .7 = 1,00 yrs. RS 25 = 39 St) 1 = H		3	5	5	3	18	11	27	17	34	9	13			145
Worder 1: 01 = 1:50 yrs. RS 40 = 741 SU 2 rrs. = 3 = 3s.		2			1	5	4	4	14	14	9		_		53
Substant a Stranta RY 13' 15's & over RS 75" - 160' SU Ah e 3 ***.									5	10	1				16
TOTAL		5	9	9	8	26	16	33	37	75	21	19			258 Grand

TABLE 5, PRIOR AND RAGIOVE AREA GAINS OF STUDENTS PARTICIPATING * IN THE LET ACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

Prior overage yearly cain Prefest antie equivalent score - 1 See back of page 5

Programs	,	2	3	4	5	,	,	ð	2	10	11	12	JATOT
0 - 1: yrs.	\times												
,21 1 69													
10-146													
1314													
1 stac					•								^ i t.c.



Neglected and Delinquent

Name of instructional activity evaluated in this report _____

PROGRESS REPORT OUTLING FOR TITLE I INSTRUCTIONAL ACTIVITY - Continued

9.	To what	degree v	vere the ob	jectives o	of this acti	iv :y reached	
						,	
					•		

10.	Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding stude	<u>)</u> η
	progress and the success of this activity?	

- 11. Make recommendation of changes needed for this activity.
- 12. Describe any unique or innovative features of this activity.
- 13. Include such other information or items which are deemed necessary to show the effectiveness of changes resulting from the Title I activity. Attach as necessary.

PROGRESS REPORT OF THE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE LQUIVALENT SCORL	NATIONAL NORM * EXPECTED .	DIFFERFNCE + or -
N.F.	3.7	3.8	1

^{*} The National norm is from the test manual and is dependent upon the tine of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data.

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Evaluator - Fran Goff

SUMMARY

Several facilities, public and nonpublic, within the St. Louis area provide much needed residential care for neglected and delinquent children. Aided by Title I funds, educational programs are provided for these children throughout the school year and continued to some degree during the summer.

Public institutions of this category include: The John W. Griscom School at the Juvenile Detention Center, where alleged violators await their court hearings; Missouri Hills, a minimum security placement for delinquent boys assigned there by the Junvenile Court; and Children's Study Home, where youngsters who have emotional and/or behavioral problems are given care and structure.

Nonpublic recipients of similar Title I allocations include St. Joseph's Home for Boys, St. Louis Christian Home, and The Annie Malone Home for Children. St. Joseph's Home and St. Louis Christian Home receive children who have emotional and/or behavioral problems, many of whom are classified as being neglected. The Annie Malone Home is primarily for neglected children. Placement in these facilities is based on the recommendations of Juvenile authorities, of various Social Service agencies, and to a lesser extent, on the recommendations of concerned medical and eccelesiastical personnel. Of course, available space is always a factor considered.

Summer programs in each of these institutions were planned to satisfy self-identified needs. The extra provisions such a medical and psychological services, audiovisual equipment, and varieties of educational materials made possible by Title I funds are valuable additions. The 1974 summer programs provided educational opportunities for a total of 25% residential youngsters. This figure does not include 25 children at St. Louis Christian Home for Children who were provided educational field trips by Title I funds.

The summer educational programs are a valuable service to institutionalized children and should be continued. However, because the educational program must function in a marner compatible with the institution, it is suggested that expenditures of Title I funds be permitted on a basis of self-determined needs. Standard equipment and educational materials do not entirely meet the needs of institutionalized youngsters. Teachers of neglected and delinquent children should have an extensive selection of equipment and materials from which to choose.

DESCRIPTION

Public Institutions: The John W. Griscom School (Juvenile Detention Center)
The St. Louis Juvenile Detention Center is in a very modern and comfortable
building. As a result of the new addition which was added during the years of
1971-72, there is ample space for the young people assigned there. Recent
changes in processing procedures have reduced the length of stay for most of the
juveniles which has served to reduce the average number of youngsters being
housed at any one time. Over-crowding and its accompanying difficulties are no
longer a problem. The population is usually below the capacity of the institution.



Not all young people detained at the Center are included in the Gr'scom School program. Among those excluded are juveniles who have not yet had their preliminary hearings - their stay could be very brief - and juveniles whose behavior or potential behavior is such that it might constitute a risk to school personnel and other pupils.

Most of the juvenile law violators at the Detention Center have experienced man, school failures. The educational program at Griscom School, including the summer extension, was designed to prevent additional loss of educational lime and to provide remediation for their academic deficiencies. The remediation emphasis of the 1974 summer shool was on reading, language arts, and arithmetic. Additionally, science, art, and social studies were offered in varying amounts and physical education was available daily.

The staff, consisting of a principal, seven classroom teachers, and the physical education teacher, exerts much effort to present a pleasant atmosphere in the school. The large classrooms are well-lighted and attractively decorated. The selection of books and materials is different from those the pupils are familiar with and textbooks with visably noted grade levels are avoided, if possible. The scheduling of daily physical education periods for each class permits time for the teachers to take part in conferences concerning pupils and to discuss classroom problems with the principal.

In the Center each living unit is "color-coded" so that children or adolescents are assigned according to age and behavior type (degree of aggressiveness) and they wear the same colored shirts as their living unit code. For instance, dark blue is for the younger, less difficult boys, and green also for the younger boys (ages 10-13), but whose behavior is more aggressive. Class placement follows this same "coding" rather closely. It was observed that most of the youngsters in a particular classroom were wearing the same colored shirts.

At the beginning of the six-week summer session approximatery 105 pupils, 90 boys and 15 girls, were attending classes. By mid-point the actual attendance had dropped to 66 boys and 7 girls. There were 11 boys in each of the six classrooms and the 7 adolescent girls were in a separate class. Each class had an approximate grade span of two or three years. Individual assignment was the approach used for teaching many of the students.

There is no significance in the decrease of the number of pupils in view of the constant fluctuation of the number of residents as their court hearings take place and their dispositions made.

Selection for school placement is based on the child's need for remediation, his interest in continuing school (especially if currently enrolled in a regular school), and behavior suitable for a classroom situation. During the summer the teacher-pupil ratio averaged 1 to 15.

Because placement in Griscom is on a temporary basis standardized achievement tests are not used. Teacher-made tests are given to each prospective student to determine his "working level" and then he is given suitable books and materials. The grade level range is usually 4th to 10th although many youngsters actually function below the 4th grade.



Missouri Hills

The 1974 summer program emphasized remediation of reading, arithmetic, and language arts. Shop training and art projects were included and physical education training was offered. The school building, although not air-conditioned, was comfortable and bright.

The boys are assigned to the summer school program partially on a voluntary basis. In 1974, 85 boys, 7 classroom teachers, 1 physical education teacher, 1 art teacher, 1 shop teacher, and 1 administrator were involved. The overall program included classes five days each for six weeks from 8:00 a.m. until 12:30 p.m. Students were divided into four groups: (1) ungraded, (2) lower elementary, (3) upper elementary, and (4) Jr. High level. Each classroom operated as a self-contained unit. Most of the boys were given shop experience, art lessons, and physical education.

Two young men from the STEP program and 17 hoys who had previously attended special classes in the St. Louis City system were classified as "ungraded". At the 4th crade level there were 6 boys; another 6 boys were working at the 5th grade level; 18 youngsters in the 6th grade; 10 in the 7th grade; 5 in the 8th grade; and 21 in the 9th grade. Several of the Missouri Hill's older boys attend classes at Providence School in St. Louis on a daily basis and are transported to and from school in the Missouri Hill's van.

Teaching methods varied from class to class, ranging from one-to-one, small groups, to an open classroom situation. Comics and sports publications as well as assorted other supplementary reading materials were used. The school did not subscribe to a newspaper during the summer session. One teacher strengthened reading instruction by using volunteer tutors. With the exception of language arts instruction for older boys, classroom materials seemed adequate. Advanced interest level reading material was limited.

The industrial shop class and the art class were limited to small groups at one time to permit better supervision, but the other classes ranged in size from 5 pupils to 21. Discipline apparently was no problem. The students were attentive and most of them involved in whatever they were doing.

Children's Study Home

In cooperation with Juvenile Court authorities and various Social Services agencies the Children's Study Home provides care and treatment for young children and pre-adolescents whose home conditions necessitate their removal or whose emotional health requires professional aide. Most of the children rem. In at the Study Home an average of one and a half years to two years. They are supervised continously either in the pleasant living quarters or in the classrooms that are a part of the same facility. The children who are emotionally able to attend the classes do so, usually on a half-day basis in the beginning and then gradually increasing their length of stay. Upon their arrival at the Home many of the children are too disturbed to be included in the educational program and professional care is given to develop their emotional strength. As they progress the children are tradually reintroduced to the "outside world" beginning with attendance in regular school. They are eventually returned to their homes or placed in foster homes.

The Children's Study Home summer educational program consisted of three self-contained classrooms for twenty-three of the children in residence during that period. One class contained 5 kindergarteners and 5 yoursters at first grade





level. Three second graders, 1 third grader, and 3 fourth graders were in the second class. The third class was for the older children, 1 at the fifth grade level and 5 at the sixth grade level.

Main emphasis in each of the classrooms was on remediation of basic skills in reading, language arts, and arithmetic. The children attended classes for four hours each morning for six weeks. Weekly educational field trips were included also. No standard tests were given during the summer because of the brief period involved. Evaluation of the pupil's progress was made by teacher-made tests and teacher judgement. The teachers established a frame of structure within their classrooms but permitted sufficient flexibility to encourage their emotionally insecure children.

Nonpublic Institutions: St. Joseph's Home For Boys

Approximately 41 young boys with emotional and/or behavioral problems reside at St. Joseph's Home for Boys, a Catholic institution under the care and direction of the Sisters of St. Joseph. The average length of residence is two or two and a half years. During this period they receive a full educational program including a six or seven week summer school.

The 1974 summer school emphasis in the morning classes was on remediation of reading, language, and arithmetic skills. Ceramic class and a class in cultural awareness were held in the afternoon. Three classroom teachers (Sisters of St. Jcseph) instructed 13 to 15 children in each class during the morning hours. The classes rotated to each of the teachers for her particular subject. The reading class also had a volunteer tutor for the boys who needed extra help.

At the first grade level there were 4 boys; 6 in the second grade; 6 in the third grade; the fourth grade group numbered 10; 8 were working at the fifth grade level; there were 9 seventh graders; and 1 eighth grader.

The classrooms were very structured and a strict control of behavior was maintained. The boys were expected to remain in their seats completing assignments without talking to one another until instructed to do otherwise.

Field trips were scheduled as frequently as possible as a part of the cultural awareness efforts. Also a part of the regular program was late afternoon swimming in St. Joseph's pool.

Evaluation of the students' progress was a combination of _acher_made tests and subjective judgment. The teachers were of the opinion that standardized achievement tests which are given regularly during the spring and fall would have little merit for the limited summer period.

A very important component of the services available to the resident youngsters at St. Joseph's is that of medical and psychological care made possible by Title I funds.

St. Louis Christian Home For Children

Most of the boys and girls residing at the St. Louis Christian Home for Children were placed there because of reasons of neglect. Many also have emotional and behavioral problems which interfere with their learning processes. Children who are not able to adjust to a regular school situation are taught at the Home.



In contrast to their usual remediation program the approach for a summer program for 1974 was a more casual one. Title I funds were used to provide field trips of educational interest. Twenty-five children, three Aides, and the Recreation Coordinator were involved in the summer program. The grade level range was from the third to the tenth. No evaluation of student progress was planned because of the emphasis on recreational fun and enjoyable field trips. Education by experience replaced the academic program for the summer of 1974.

A very important component to the overall assistance for the young residents is that of medical service available because of Title I funds.

Annie Malone Children's Home

The young residents of the Annie Malone Children's Home are primarily considered neglected children although some have behavior problems and some are from homes in which emergencies make it impossible for them to remain at home. These children may be placed for only a very short period of time, but the average length of stay is about two and one-half years.

All of the approximately 32 youngsters residing in the Home during the summer of 1974 were included in an enrichment effort of frequently scheduled field trips to a variety of local places of interest. Fourteen of these childrem attemded summer classes for remediation of their educational deficiencies in reading, language arts, and arithmetic.

Two six-week classes were held for four hours each day in the Riddick Elementary School of the Beaumont-Sumner District. One of the classes was taught by the same teacher who tutors the children after school during the regular school year. In her group were 2 pupils at the fourth grade level; 2 pupils at the fifth grade level; and 2 sixth graders. The other teacher's class included: 5 third graders; 2 in the second grade; and 2 in the first g ade. The small number of children in the classes increased the amount of time the teachers could spend with each child and made possible a more individualized form of instruction.

The curriculum emphasized reading, language arts, and arithmetic, but science, health, and art were used to stimulate interest in the basic subjects. Teachermade tests and teacher judgement were the only methods used to evaluate pupil progress.

EVALUATION

The methods used for the collection of data pertaining to the institution for neglected and delinquent children were simple in design and, of necessity, flexible in application.

- 1. Evaluator observations and interviews: the evaluator made three visits to each of the institutions. Activity during these visits included talking with each Director, talking with several of the teachers and observing in seventeen of the twenty-one classrooms in five of the facilities. St. Louis Christian Home did not maintain classrooms during the summer months. Questionnaires and other forms were distributed and collected during these visits.
- 2. A Pupil Rating Scale was distributed the week of June 17th to teachers in the five institutions having an instructional program. The Rating Scale



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provides for the teacher to record her objectives at the beginning of the summer <code>school</code> and again at the end of the session, and to mark on a four category scale his degree of growth. The growth categories are "Little or No Growth", "Some Growth", "Marked Growth", and "Substantial Growth". The Rating Scales were collected during the final week of summer session.

- 3. Questionnaires: a brief questionnaire for the teachers to complete and an even shorter one for Program Directors were distributed the fifth week of summer school and collected the final week of the program.
- 4. Local Educational Agency Annual Evaluation Report. Fiscal Year 1974 For Delinquent and Neglected Programs. The annual report is required of all Neglected and Delinquent Institutions who receive Title I funding. Sufficient quantitative information can be gleaned from these reports to make them useful as an evaluation tool.

ANALYSIS OF DATA

Observations: Differences from one establishment to another are readily apparent on observation. There is equally evident, however, a commonality among them. The "atmosphere" is usually relaxed and quiet.

In most of the classrooms discipline is approached with a moderate degree of flexibility within a more structured frame work. The only observable exception was more strict control of discipline in classrooms at one institution. The Directors and the teachers, interviewed and/or observed, evidenced full awareness of their students' problems and a genuine empathy with their efforts to cope with those problems.

Questionnaires: Director questionnaires: all six program Directors indicated that they believed summer school objectives had been attained, that they were satisfied with the summer schedule and that they found their positions very satisfying.

The Directors of the Annie Malone Home for Children and of the Children's Study Home thought the addition of physical education training would be very beneficial to their young charges.

The principal at Griscom school would like to have additional materials, especially newspapers, magazines and math games.

The principal at Missouri Hills believes that a schedule adjustment to permit teachers an opportunity to meet and discuss common problems and exchange ideas would be very helpful.

Teacher questionnaire: a report of the responses on the Teachers' Questionnaire is presented in Figure 1. Eighty-six percent of the teachers felt they had accomplished their summer school objectives. The reason most frequently mentioned by the 14% who did not achieve objectives was the brief period many of their students remained with them. Ninety-five percent of the twenty-one teachers completing the questionnaire liked the arrangement they had for working with their students. One teacher omitted the question.



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Figure 1

1974 SUMMER TITLE I PROGRAM FOR NEGLECTED AND DELINQUENT CHILDREN

RESPONSES TO TEACHER QUESTIONNAIRE *

Question			R	esponses		
	YE	S		NO	NO RE	SPONSE ·
	#	%	#	%	#	%
1. Accomplishment of objectives	18	86	3	14	-	<u>-</u>
**3. Arrangement Working with Students	20	95	o	-	1	5
4. Students Enjoyed Program	18	86	2	9	1	5
5. Materials Adequate	12	57	8 .	38	1	5

		Too Long	Lo n Enod		To: Sho	
ſ	· #	%	#	%	#	%
	2	9	16	76	3	14

**2. Summer Program Schedule

* 21 Teachers completed questionnaire



Eighty-six percent of the teachers felt that their students enjoyed the summer program. Adequate materials were available for 57% of the respondents but were not adequate in the opinion of 38%. It was interesting to note that 90% of the teachers who responded "no" to this question were from the public sector.

<u>Pupil Rating Scale:</u> Rating Scales were completed for 258 students. Seventeen percent showed "Little or No Growth", 56% were rated as demonstrating "Some Growth", 21% were in the "Marked Growth" category and 6% showed "Substantial Growth". Figure 2 presents the results of the Rating Scale by grade level.

CONCLUSIONS AND RECOMMENDATIONS

<u>Conclusion</u>: Educational programs which continue through the summer months are important for institutionalized children.

- 1. The majority of the children are in need of remedial instruction.

 The results of the Rating Scale indicate that 73% have made moderate gains or less. The summer months provide additional instructional time to enforce what educational gains have been made.
- 2. The educational program provides use of time for the summer months.

Recommendation: The summer educational program should be continued for neglected and delinquent institutionalized children.

<u>Conclusion:</u> The educational program in each of the institutions is contingent upon the condition, organization, and policies of the institution and therefore must function in a manner compatible with that institution.

Recommendation: It is possible that more value could be received from funds granted to residential institutions if there were sufficient flexibility in fund guidelines to permit expenditures on a basis of self-determined needs.

<u>Conclusion:</u> The educational needs of the institutionalized children place demands on the creativity and ingenuity of their teacher. The standard equipment and educational materials do not meet the students needs.

Recommendation: The teacher of neglected and delinquent children should have a more extensive selection of equipment and materials available to them. Perhaps a materials resource room could be established at each institutional school as an economical way of making materials available to teachers without having to purchase sufficient quantities to supply each classroom.



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Figure 2

STUDENT GROWTH AS MEASURED BY PUPIL RATING SCALE NEGLECTED AND DELINCUENT INSTITUTIONS

		LITTLE OR NO GROWTH	О СКОМТН	SCME GROWTH	ЗОМТН	MARKED GROWTH	GROWTH	SUBSTANTI	SUBSTANTIAL GROWTH
Grade	Total Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Kg.	5	1	ı	m	09	2	40	1	1
1	6	4	45	5	55	1	l,	ı	ı
2	6	4	45	5	55	1	1	1	ı
В	ø	4	50	3	38	7	12	ı	i
4	26	3	12	18	69	5	19	l	,
5	16	1	9	11	69	7	25	1	ı
9	33	7	9 .	27	82	4	. 12	I	1
7	1 /c	7.	. 3	17	46	14	38	5	13
8	75	17	. 53	. 74	45	14	19	10	£į.
6	21	7	10	6	43	6	43	7	4
UNGRADED	19	9	31	13	69				
TOTAL STUDENTS	258	77	17%	145	56%	53	. 21%	16	%9

74 ..., ; " Em

Page 1

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs
. Title I, ESEA

NAME	OF	LEA S+	Joseph Hor	na f	COUNTY CODE	115	LEA CODE	115
			Neglected			(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	indicate,	ın	the	number	οt	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated. 44		Re	egular S	Sch	ool Ten	n			6	Sur	nme 1	:	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

Τ.	AB	LE	1

	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily			•		44
Other (Specify)					

TABLE 2

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	JOARS	REGULAR YEAR	SUMMER	UM DU PLI - CATED TOTAL
	(1)	(2)	1)	(4)*
1				
2	Kindergarten	_		
3	Grade 1	4	4	14
4	Grade 2	6	4	Ь
5	Grade 3	6	Ç.	Ŀ
6	Grade 4	10	10	10
7	Grade 5	Ø	5'	5
8	Grade 6			
9	Grade 7	7	9	ί
10	Grade 8	1	i	
11	Grade 9			
12	Grade 10			
13	Grade 11	<u> </u>		
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-181-		·	44

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

winest die, participates			
ACTIVITY LIST FOR PROJECT	Neg.	or De	1
	K-6	7-12	UNGR
1 Reading	26	18	
2			
3			
4			
5		4	
L			
7			
8			
9			
10		•	
11			
12			

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code 2	LEA Code 3.	Number of Algers Between Tests	7. Grade (Mark only one)	10. No Children Post test	11. Mean Pretest	12. Mean Post Test	Eissia Growth RY Om 170 ors. RS 24° & Below Uli O growth & they	Some Ornwith RN .71 = 1 20 yrs. RS .25% = 39% Sull month
0 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 000 0 000000000000000000000000000000	3 ○○○○ ○ ○○○○○○○○○○○○○○○○○○○○○○○○○○○○	600 000 000 000 000 000 000 000 000 000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 3 2 0	√ © © ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	014 000 000 000 000 000 000 000 000 000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- Ir is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
- Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. Items 9 through 12 and the left hand bettom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. This is also true for supper school subjects where testing is used. Leave the bottom right table blank, out complete all other colemas.
- When rating scales are used for summer school items, I through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.



FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of I EA St. Tosiph Home for Boys	County Code LEA Code
·	TITLE I INSTRUCTIONAL ACTIVITY
Include a progress report for EACH instructional ac Regular year (RY) and summer (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	be reported separately. Each question should
1. Name of the instructional activity evaluated in this	report Renderey (RY/S) (Cricie One)
2. Indicate the person (s) doing this evaluation (regul	ar employees or consultants).
() Superintendent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
Classroom teacher	Sister Shaila Maureen
() Principal	Telephone Number <u>481-9121</u>
(-) Other (specify) Activities to the	÷
3. Indicate, in number of weeks, the length of time thi	s activity operated.
Regular year	Summer
4. Indicate " umber of nonpublic school children el	gible for Title I programs, involved in this activity.
44 Regular year from grades/	Through & # Summer from grades some
5. a. Indicate the number of participants in which pre	and post evaluation is available.
29 Regular year	Summer
	(account for the difference between item 4 and item 5a
Some . Students made so to school of the second. ? 6. felliet - the place.	Shout progress to go out. Se mital. There startents
6. PROCEETE THE AVERAGE AND INTO OF TIME A	CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
Number of Periods Per Week	Length of Instructional Period
5	98 45
7. What were the objectives of this activity? Failure	
To execute a soled for	on dation in phonics (Raise : etanded readers 1.0 years
the reading live to of A	etarded Readers 1.0 years

8. Present objects revidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. I cel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used. Stan fond Complete this chart only where tests are used far evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	/	6.0	6.6	+ 16
7	#	6.4	2.1	+ 1.2
6		•		
5	6	3,8	5,0	+ 1.2
	3	3.3	4.7	+ 1.4
_3	4	2.7	3,4	+ .5
.2	4	2,0	2.8	+ ,8
	2	1.5	1.8	+,3

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities

No. of weeks between tests __ 36

	Pre	T	1	1	1	T	1	1	I	_		$\overline{}$	l I	I	I
GAINS	ĸ	к	1	2	3	4	5	6	7	8	9	10	11	12	ТОТА
RY 070 yrs. RS 24% & Below SU 0 g or m & reg.			1		1	1	1		.2	,					6
Some Growth RY .71 - 1.00 yrs. FS 25° - 39° SU 1 manth			1	3	2	4.	4		/	1					16
Morked Grawth RY 1.01 - 1.50 yrs. RS 40°, - 74° SU 2 mos 3 mos.				1	1	1								-	3
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.						2	. 1		1						4
TOTAL			2	4	4	g	6		4	1					27 Grand

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

Prior average yearly gain Pretest grade equivalent scare -1 See back of page 5 No. of years in school

NUMBER OF STUDENTS BY GRADE LEVEL													
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
070 yrs.													
.71 1 00								1					
1 01 = 1.50													
1,51 & avm	\times												
TOTAL													Grand Total

Include only these students who had both pre and post tests I/A decrease their distriction of the office of a district and the younge of the office of the younge of the office of the younge of the office of the younge of the office of the younge of the y

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report

PROGRESS REPORT OUTLINE FOR THELETINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached? Most of the boys made gains but not as much as hoped for in all cases

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

program in the whole is ungraded and children who made enough gains to be in the grade expected for their age go wit to school. Other students fell the places. Thus is why there are only 29 with put past tests. On the whole this activity was successful . Our a fin children ded so poorly a different activity or filacement will have to be found for them.

11. Make recommendation of changes needed for this activity.

office changes would depend on the students them to work at the own level them to work at

12. Describe any unique or innovative features of this activity.

It is unique insefer as boys are admitted at various times, a program is sit up for he particular needed he is best only and long as he medis before returning to a stegular blowloans.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary,

Since in use the Binn 363 Server, the land. Luch an usul to file determine sach brought readiness for the night of wel.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis ror various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINL FOR TITLE LINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
NF.	3.7	3.8	l
CB	5.2	7.9	- 2.7
BB	1.5	6,9	4,4
DL	1.4	5.9	-4.5
TB	4,2	4,9	7
AB JG	3.1	4.9	-1.8
<u> </u>	2.2	#9	-2,7
T.H	1.3	1.9	-1.6
			
			
 			
 			
			
			
			
			
		•	
L			

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

the pre-tests had been administered. In fine all of them are substantially below expected limber that here is the program for the 1997-75 separate year.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli. be pl	ing into these pre	e categories (studetest categories versions and areas of the categories of the categories are areas of the categories are are areas of the categories are areas of the categories of the categor	will
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit	1			
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0 .	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs

Ti	tle	Ι,	ESEA

NAME O	F LEA JE	inta blooms	Lou	COUNTY CODE	11.5	LEA CODE	115-
TYPE O	F PROGRAM V	'Neglected	·	<u>Delinquent</u>)	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated.

HH weeks Regular School Term Summer

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1

Less Than
1 Month
1-3 Months
4-6 Months
7-9 Months
9 Months
1 day/week
2 to 3 days/week
Daily

H44

Other (Specify)

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	LHOUPLI - CATED TOTAL
	(1)	(2)	(3)	(4)*
T				
2	Kindergarten			
3	Grade 1	11	4	11
4	Grade 2	5	<u></u>	/>
5	Grade 3	4.	<u></u>	<u>(·</u>
6	Grade 4	10	11	
7	Grade 5	Y	<i>U</i>	<u></u>
8	Grade 6			
9	Grade 7	13	-1	Ġ
10	Grade 8			<i>i</i>
11	Grade 9			L
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded		ļ	ļ
16	TOTAL (SUM OF 1-15)			44

TABLE 2A

. Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST FOR PROJECT	K-6	7-12	UNGR
1 Keading	26	15	
1 Frading	26	18	
3 Social Studies	2-6	15	
4 deci-nee-	26	1.8	
5			
6			
7			
8_ '			
9			
10		· -	
11			
12			

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LCCAL EDUCATIONAL AGENCY

	PROGRESS REPORT OUTLINE FO	R TITLE I INSTRUCTIONAL ACTIVITY
R b	nclude a progress report for EACH instructional a Regular year (RY) and summer (Su) programs shoul be answered for each instructional activity. Do no of each page, Attach additional pages as needed.	ot leave blanks. Refer to directions on the back
1. 8	Name of the instructional activity evaluated in thi	is report Marth. (RY, Su Circle One)
2. I	Indicate the person (s) doing this evaluation (regu	ilar employees or consultants).
(() Superintendent	
(() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
((V) Classroom teacher	Seiter Kose Trong
(() Principal	Telephone Number <u>481-9121</u>
(Other (specify)	Tetephone (* imbet
_	Indicate, in number of weeks, the length of time the	
1. In -		ligible for Title I programs, involved in this activity. Summer from grades 1-8
5 . a	a. Indicate the number of participants in which pro	and post evaluation is available.
_	Regular year	Summer
,	• How were the remaining participants evaluated?	to as regular school progra-
-		
	Number of Periods Per Wack	Length of Instructional Period
L		

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLIETY COVER FEE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1 County Code 2	LEA Code 3.	Number of Willer's Between Tests	7 Grade (Mark only one)	10 No Children Fost test	11, Mean Pretest	12. Mean Post Yest	RS 24" & Urion St. U. Jowin & No.	Sen. 3:-wit Rr .71 = 1.90 yrs. : RS 25m = 32m SU 1 month
103	007	52	03	. 039	021	032	028	014
90 0	00 0	<u>ම</u> ල ගට	O O	9 00	9 00	0 00	6 00	© ©
000 00 0	000	② ③	00	000 000	000	000	09 0	000
999 990	000	00 00 	(3 6) (9(6)	@@@ @@@	000	999		(3)(3) (4)(4)(4)
000	900 900	9 0	90 99	000	000	000	000 000	000
000	00 9 000	00 00	00 66	(9 (9 (9))	OOO OOO	000 999	(000) (00 0)	© 9 ©
$\boxed{\bigcirc\bigcirc\bigcirc}$	000	<u> </u>	99	998	999	000	છાલ હ	<u>®</u>

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. No bers of students in the two bottom tables should be shown in the right hand columns (see example).
- 7. Items 9 throw h 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. Items 9 through 12 and the left hand bettom table will be completed for all other regular year soldects, i.e. Landing Mile, soldect and Social Studies. This is also tracted subjects was retesting as used. Leave the bottom right table plane, but a molete all other columns.
- 9. When <u>rating scales</u> are used for summer school items, 1 through 8 must be completed and the botto. Let table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.



8. Present objective evidence, such as quanticitive summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below ore minimums. Leel free to submit such other data as may be pertinent to the evaluation of the activity,

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: Mary Complete this chart only where tests are used for the state of Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
y	1	6.3	7.3.	1,0
7	4	5.8	6.3	_ 25
4	<u> </u>			
_5	L	4.0	5.8	1.8
4	[4.1	5.0	9
3	H .	3.0	44.1	1.1
<u></u>	#	2.2	2.4	- 2
_ <u>.!'</u>	3	1.4	1.4	
			<u> </u>	

All regular year instructional activities must be evaluated using a standardized achievement

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Camplete this table for all instructional activities.

No. of weeks between tests _ 96

- Regular year - Re		ing Sc.	des Su	- Sum	ner (C)	ircle O	ne)	· · · · ·	NUN	BER O	i STU	DENTS	SY G	RADE	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	1	. 8	9	10	11	12	TOTAL
Little Growth RY O = .70 yrs. PS 247. & Below SU 0 glown & Neg.			2	4	1	3	ĭ		3						14
Some Growth RY .71 = 1.00 yrs. PS 251 = 371 SU 1 month							1			1					2
Marked Grawsh PY 1.01 - 1.50 yrs. RS 407 - 747. SJ 1 mos 3 os.					.2	्र	1		,						lo
Sitistant of Growing DV 1-51 y s. & over RC 75% 100 ; Sit Above 3 mos.					l!	3	3								7
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE 1 ACTIVITIES Complete far regular year reading and math only.

Formula for Figuring Prior Gainst

Presest grade equivalent score - 1 See back of page 5

			_		_				01 ye-11	· > in sc			
······		7.6	MBLE	or s	TUDE	V15 B	Y GR	ADI I	AVLi	T			
Print Gains	i	2	3		5	6	7	ę	9	10	11	12	TOTAL
070 y-s.													
,71 ~ 1 50	\times											ļ	
1 91 - 1 50					 	-			ļ				
151 & over		<u>-</u> .											
TOTAL													Grand Tatal

1Ն8

Include only those students who had both pre and past tests

To a wity rather than the grade they a hour

ES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

 $\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report A. A. Lan. - Spectrum Sines

PROGRESS REPORT OF THE FOR THE LET INSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

The majority of stienants made gaine a few a messen in amount, however the majority made at least a year gain.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Now the most part the activity has how how manufact, hence and program we congraded and each pupil makes his own program, there who can acknow to their expected grade level. Can look forward to heavy placed in an auticle can look program. I heavy placed in an auticle school program.

1. Make recommendation of changes needed for this activity.

2 do not see a new year there is an auticle.

11. Make recommendation of changes needed for this activity. I do not see it need the change . Our means in the first the Confectably to find the Confectably the can only be done as we learn their needs the first week program.

12. Describe any unique or innovative features of this activity.

a place for how are they come so as to prepare for day ity day ranters in a regular clustering.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Sof Grath fil, that and remains from
Spectium derice which we use we a facile
work text.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contras' to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE LINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECLIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED .	DIFFERENCE + or -
N.F.	* 3.7	3.8	1
$\mathcal{C}\mathcal{B}_{2}$	5.0	7.9	-2,9
13.13	1.5	5.9	- H.M
	2.6 4.8	5.9 4. Î	-3,4
6' 13	4.3	4.9	- 16
7.5	2.1,	4.9	-2.8
27 14	1.4	1, 7	- 15
		-	
		•	
1			

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

The about slickeste entired the program after the how students of the horizon town, therefore a comfortable was planned for them.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	ing into these pr	e categories (stu etest categories esponding prior a	will
-		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Be w	3.9 - 5.0.	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



Page 1

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEA St 1	يجي	63 1/me	for,	COUNTY	CODE_	115	LEA CODE	//5-
TYPE	OF	PROGRAM	'	Neglected	B015	Delinquen	<u>ıt</u>	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	of	time	Neg.	or	Del.	activities
	operated.								,	,				
			R	egular S	Sch	ool Terr	n		_6	2	S ur	nmeı	r .	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE I					
	Less Than				More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
l day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2 Title I Project Participants Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	RESULAR YEAR	SUMMER	UNDU PLE - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten -			
3	Grade 1	4	41	4
4	Grade 2	6	1:	
5	Grade 3	<u></u>	ÿ	10
6	Grade 4	10	10	12
7	Grade 5 .	- 5	<u> </u>	<u> </u>
8	Grade 6		,	ļ
9	Grade 7		1	9
10	Grade 8			 _
11	Grade 9			<u> </u>
12	Gra 10		ļ	ļ_
13	Grade 11			
14	Grads 12		<u> </u>	
15	Ungraded		<u></u>	
16	TOTAL (SUM OF 1-19)			144

TABLE 2A

Participants by Activities and/or Services

List Activities in lett column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1.
ACTIVITY EIST POR TROSECT	K-6	7-12	UNGP
1 Jingunge	76	18	
2 7 0			
3			
4			
5			
8			
7			
8			
9			
10			
11			
12	L		

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Nar	ne of LEA St . Inoph's Home for Bys	County Code LEA Code
	PROGRESS REPORT OUTLINE FO	R TITLE I INSTRUCTIONAL ACTIVITY
1	nclude a progress report for EACH instructional ac Regular year (RY) and summer (Su) programs should be onswered for each instructional activity. Do no of each page. Attach additional pages as needed.	
1.	Name of the instructional activity evaluated in this	s report Language (RY, Su)
2.	Indicate the person (s) doing this evaluation (regul	lar employees or confultants).
	() Superintendent () Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
	Classroom teacher	Sister Rose Stepken
	() Principal	Telephone Number 481-9131
	Other (specify) Aim in 15 15 15 15 15 15 15 15 15 15 15 15 15	
	Indicate, in number of weeks, the length of time the Regular year	Summer
	ndicate the number of nonpublic school children el	Summer from grades 1-8
; .	a. Indicate the number of participants in which pre	and post evaluation is available. Summer
, <u>.</u>	How were the remaining participants evaluated?	(account for the difference between item 4 and item 5a
•	INDICATE THE AVERAGE AMOUNT OF TIME A	CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
	Number of Periods Per Week 5	Length of Instructional Period 4:5
	What were the objectives of this activity? Failure evaluation	ion
~ _ 7 ;	To execte a solice founds	tion in homogenerge ever elapment al pube children 1.3 years,

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1 County Code 2	LEA Code 3	Number of Weeks Between Tests	7 Grade (Mark only one)	10. No. Children Post test	11. Mean Pretest	12. Mean Post Test	Estala G awiti RY 0 = 32 vrs. RS 24 & Dalam NO U growth & New	Some Growth RY 71 = 1.00 yrs. RS 25% = 39% SU 1 m conth
0 3 0 0 0 0 0 	7 9 9 9 9 9 9 9 9 9 9	5 000 0 000000000000000000000000000000	03 000 000 000 000 000 000	. 03 9 0 00 000 000 000 000 000 000	7 00 00 00 00 00 00 00 00 00 00 00 00 00	03 2 8000 000 000 000 000 000 000 000 000 0	0 00000000000000000000000000000000000	0 7 4 0

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. Numbers of students in the two bottom table, should be shown in the right hand columns (see example).
- 7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. It is 9 threach 12 and the left head bottom table will be completed for all other regular year shapexts, i.e. have mage Arts, occure and Social Studies. <u>Lais is also true for somethic school who is where testing is used</u>. Leave the bottom right table blank, but explete any other columns.
- When rating scales are used for summer school items, I through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.



8. Present object to evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaties, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHARL OF AVERAGE A CHIEVEMENT SCORES WITH GAINS SHOWN Name of test used Stap for a Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
S	/	5.5	5.7	,2
_7	4	4.5'	4,4	1.6
<u> </u>	C C			
<u> </u>	6	4.2	4.3	, ,
4	(3 1	3 3	, 7
3	11	20	2.6	2
<u></u>	4 . 7	1 - d'anna - k	Ection in th	e starla
	.2	12 This	ecia, inth	7
			Ú	

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests

GAINS	Pre K	к	1	2	3	4	5	,	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - 72 yrs. RS 24" & Reiow SJ Ogrowin & Nag.					П	3	6			1					
So e Crowth RY 1/1 - 1.00 yes. RS 201 - 207 Still north															
Morand Growt: RY 1.01 - 1.50 yes. RS 46" - 74". SU 2 mos 3 mos.								-							
75 to 1 to 3 Grund Ry 1 (1 to 1 to 1 to 1 to 1 to 1 to 1 to 1									, 4						
101			/	/4										-	Z 7

TABLE 5, PRIOR AVERAGE VEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES Complete for regular year reading and moth only.

Formula for Figuring Prior Gains:

Prior average yearly gain Prefest grade equivalent score = 1 See back of page 5 No. of years in school

NUMBER OF STUDENTS BY GRADE IT VEL													
Front Gains	1	2	3	.1	5	6	,	3	ø	10	11	12	TOTAL
070 y/s.													
.7' - 1 50													
1 51 = 1,50						 		ļ					
1 51 & over													
TOTAL													Grand Tatal

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report ______ Landing &

PROGRESS REPORT OF TENE FOR THE LET INSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

To a very stight deques the objectiones quescrated

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

googe there was little growth in this area.

11. Make recommendation of changes needed for this activity.

The activity mound have to change To fet the meader of the boys. In the properation changes not mught the colorabeer.

12. Describe any unique or innovative features of this activity.

The men.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR THEE LINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDINTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INTIALS	POST TEST : GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.F.	3.7	. 3.8	1
C.13	4.1.	7 %	- 3 . 3
BB.	2. 3	5.4	- 3,6
D. L.	414	<i>5</i> 7. if	-3.5
15	3 3	49	/ , /5
A.B	.3. /	49	-1,8
J 6.		-/ 1	
T.H.		1 9	
			<u> </u>
			+
			

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

The above data is an industrial of the serious deficiency in larguage deventagement of these structured of the serious of the



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)								
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over					
1	Omit									
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above					
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above					
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above					
5	4 .	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above					
6	5	4.5 & Below	4.6 - 6.C.	6.1 - 8.5	8.6 & Above					
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above					
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above					
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above					

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



7/26/74

Page 1

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEAST Jese	ste Home for	B	oys COUNTY CODE	LEA CODE //5-//5	-
			Neglected c			(Circle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	ot	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.													
	38		Re	egular S	Sch	ool Ter	n		Ç	7	Sun	me r	:	

Indicate the number of eligible Title I children who participated in this Title I activity and/c1 service by time participated.

TABLE 1					
	Less Than			1	More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
l day/week				<u> </u>	
2 to 3 day=/week		_		45	تتتو
Daily					
Other (Specify)		_	į .		

TABLE 2

Title 1 Project Participants
Indicate the unduplicated number of children who
participated in activities by grade level.

	6RADE	REGULAR YEAR	9UMM TR	UNDUPLE - CATED TOTAL		
	(1)	(2)	(3)	(4)*		
1						
2	Kindergarten					
3	Grade 1	4	4	4		
4	Grade 2	ŀ	4			
5	Grade 3	(.	_4	6		
6	Grade 4	10	<u> </u>	10		
7	Grade 5	-5"		, ,		
8	Grade 6		<u> </u>			
9	Grade 7	<u> </u>	Y			
10	Grade 8	/	1			
11	Grade 9					
12	Grada 10		ļ			
13	Grade 11	ļ		-		
14	Grade 12	 	ļ	ļ		
15	Ungraded	L				
16	TOTAL (SUM OF 1-15)			44		

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	Neg.	or De	1.
ACTIVITY LIST FOR PROJECT	K-6	7-12	UNGR
1 Science	26	18	
2	,		
3	·		
4			
- 5			
6	-		
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEAST Icic pl. Home for Bys	County Code LEA Code
PROGRESS REPORT OUTLINE FOR	R TITLE I INSTRUCTIONAL ACTIVITY
Include a progress report for EACH instructional ac Regular year (RY) and summer (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	l be reported separately. Each question should
1. Name of the instructional activity evaluated in this	report Science RY/Su
	(Circle One)
2. Indicate the person (s) doing this evaluation (regul	ar employees or consultants).
() Superintendent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
(X) Classroom teacher	Sister Sheila Maurison
() Principal	Sister Sheila Maurisen Telephone Number
() Other (specify)	
3. Indicate, in number of weeks, the length of time th	is activity operated.
Regular yea:	Summer
4. Indicate the number of morphilie-school children el	nothle for Title I programs, involved in this activity.
	Horagh 8 Summer from grades
5. a. Indicate the number of participants in which pre-	and post evaluation is available.
	Summer
b. How were the remaining participants evaluated if any) See Page 5. Some study to go cut to school. Un we we also ulse used	(account for the difference between item 4 and item 5a lends made sufficiently progress it tests and teacher evaluation
6. INDICATE THE AZERAGE ANGUNT OF TIME A	CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
Number of Periods Per Week	Length of Instructional Period
Ś	115 1 13
7. What were the objectives of this activity? Failure evaluate	

8. Present objective expanses, such as quantitative surmatics, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tobles below ore minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Nome of test used: Startford Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
8	/	5.7	- 6.3	+ ,4
7	4	5,8	18	+1.0
4		·		
5	6	4.2	4.7	+ ,5
4	3	3.1	4.5	+1.4
3	4	3.4	3.7	+ .5
×	4	S No te	st for	Sclence
/	2	Lin the	Printery	Bullery
			1	

All regular year instructional activities must be evaluated using a standardized achie vement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

- Regular year - Re	- Rati	ng Sca	les Su	- Sumr	er (Ci	rele O	ne)		NUMBER OF STUDENTS BY GRADE LEVEL						
GAINS	Pre K	к	۱ ا	2	3	4	5	6	7	8	9	10	11	12	ТОТА
Little Growth RY 0 - 70 yrs. RS 247 & 50 ow SJ 0 yranto & 70 yr.					2		4		2						
Sine G ewith RY 171 = 1,00 yrs. RS 15 = 30 SU 1 month			+	i		3	1		/	1					
Agrant Cr. with PY 101 - 1.50 yrs. RS 401 - 74% SJ 2 mes 3 mes.			100	** **-	1	1	<i>i</i>		1						
Sitistical Archite PN 151 y s. & ser RU 751 w 109 SU Atase 3 nos.			No	.ت کم	1	.3									
TOTAL															Grand Tutal

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gairs

Prior average yearly gain - Pretest ginde equivalent score - 1 See back of page 5
No. of years in school

		SU	мві к	5.01. 5	TUDE	NTS B	Y GE	VDF I	EVEI.		· · · · · · · · · · · · · · · · · · ·		
Program	,	;	,	4	5	6	7	5.	,	10	11	12	TOTAL
0 = .70 ,45.													
, , .,													
, , , , , ,	/											ļ 	
1516 0.00	X		-										
: CTAL	X												Cartinal

Include only those students who had both pre and post tests. 7/4 and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4-1}{4}$$
.

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



PROGRESS REPORT OUTLINE FOR THEIR LINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

Most made some progress & a few showed substantial Grenth, but this activity meeds strengthening

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Although progress was made-this activity was not as successful as hoped.

11. Make recommendation of changes needed for this activity.

More individual help in science

- 12. Describe any unique or innovative features of this activity.
- 13. Include such other information or items which are deemed no essary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLING FOR TITLE LINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADL EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
NJ.	3.7	3.8	1
	4.6	7.9	- 3,3
<u>B</u> B	Primary tost	5.9	
D.L.		5.9	
	3 5' 4.0	4.9	/, /
1- 48-1	Primary test	49	
TH T	" " "	1. 9	
			
			,
	•		
	•	·	
1			1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

Science is a very deficient area that need extra planning for next year



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDLNIS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.C70	.71 - 1.00	1.01 - 1.50	1.51 & Over			
1	Omit							
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above			
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above			
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above			
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above			
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above			
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above			
8	7	5.9 & Below	6.0 - 8.0	3.1 -11.5	11.6 & Above			
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above			

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



7/26/74 - Regular year Page 1

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs
Title I, ESEA

NAME	OF	LEA! Jose	sta Homento	n Bei	COUNTY	CODE	115	LEA CODE	115
TYPE	OF	PROGRAM	Neglected	4	Delinquer	<u>ıt</u>		le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	1ength	of	time	Neg.	or	Del.	activities
	operated.		,											
	28 ~	ce f	· Re	egular S	Scho	ol Term	n		Ą	P	Sun	ıme r		

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE _1			_		
	Less Than				More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/week					
2 to 3 days/week					
Daily					44
Other (Specify)					

TABLE 2

Title I Project Participants
Indicate the unduplicated number of children who
participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNDUPLI- CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1	4	44	4
4	Grade 2	10	6	
5	Grade 3	<u> </u>	<u></u>	<i>\$</i>
6	Grade 4	15	10	19
7	Grade 5	· · ·	<u>'4'</u>	s′
8	Grade 6			
9	Grade 7	1	4	4
10	Grada 8	/	1	/
11	Grade 9			
12	Grade 10			
13	Grade 11		ļ	<u> </u>
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-15)			111

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST FOR TROJECT	K-6	7-12	UNGR
1 Racini	26	18	
2 Math	26	18	
3 January Studios	26	18	
1 Science	76	18	
5			
6			
7			
8			
9			
10			
11			
12			

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LUL

appearing in both columns 2 and 3 would appear only as 1 in column 4.

is not necessarily an odded total of columns 2 and 3.

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK ALD COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code 2.	LEA Code 3.	Number of Acers Between Tests	7. Grade (Mark only one)	10. No Children Post test	11. Mean Pretest	12 Mean Post Test	tir a Greath RY O = JO -rs. RS 24° & He'ca NU o growth & h= ,-	Son : Growth RY : 71 = 1 20 yes : RS : 25% : 39% SU I munth
3 0000 6 00000000000000000000000000000	0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	<u>5</u> 000000000000000000000000000000000000	3 0000 0 00000000000000000000000000000	03 C 00000000000000000000000000000000000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	03 & 00 00 00 00 00 00 00 00 00 00 00 00 0	☆ © © © © © © © © © © © © © © © © © © ©	014 000 000 000 000 000 000 000 000 000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that ftr s 11 and 12 be marked correctly. The only case where a cricle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. Supports of students in the two bostom tables should be shown in the right hand columns (see example).
- 7. Items " through 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. Item 9 through 12 and the left hand bottom tible will be completed for all other regularly are subjects, i.e. in the Arts, Science and Social Studies. This is also true for some reschool to a contract time in used. Leave the bottom right table block, but so picte all other columns.
- 9. When rating scales are used for summer school items, 1 through 8 must be completed and the outton left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

iame (of LEA It In platfore for	County Code LEA Code
	PROGRESS REPORT OUT LIN	NE FOR TITLE I INSTRUCTIONAL ACTIVITY
Reg be o	(ular vear (RY) and summer (Su) programs	onal activity operated according to the following outline. should be reported separately. Each question should Do not leave blanks. Refer to directions on the back peded.
. Na	me of the instructional activity evaluated	in this report Secret Standard (Circle One)
• Ind	icate the person (s) doing this evaluation	n (regular employees or consultants).
() ()	Counselor	Name and Title of the person primarily responsible for evaluation of this activity. Letter handlesses had been activity.
()	•	Telephone Number 451 - 912-1
. Ind	neate, in number of weeks, the length of t	ime this activity operated.
	Regular year	Summer
		dren eligible for Title I programs, involved in this activity. Summer from grades 4-8/3
		1'
	ndicate the number of participants in whi	ch pre and post evaluation is available.
. a. I	ndicate the number of participants in whi	ch pre and post evaluation is available. Summer
b. I	Regular year How were the remaining participants evaluable fame). See Page 5.	Summer Summer (account for the difference between item 4 and item 5a
. a. I	Regular year How were the remaining participants evaluable fame). See Page 5.	Summer



ovaluation.

The major orginitaes of the program who to encrease lower at least 1.0 years, 133

8. Present objective evidence, such as quantitative six mattes, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums, I cal free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF ANT RAGE ACHIENT MENT SCORES WITH GAINS SHOWN Nome of test used. Attacked Y Complete this chart only where tests are used for evaluation:

١	Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
ij	S	/	-5. 9	6.3	54
13	7	14	3 3'	6.9	1.1
¥ .					
خ يا_	<u></u>	6	4.4	4.7	3_
3		<u>''</u>	3.1	4.5	_1:4_
3-1	3	4	3.4	.3.9	· 5
3 1	<u>.</u>	4 *			
37.7		2 *			
4 2 -					-
Ž (L				<u> </u>	

All regular year instructional activities must be evaluated using a standardized achievem it test.

TABLE 1, GAINS OF STUDENTS PARTICIPATING IN THEE FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests _

NUMBER OF STUDENTS BY GRADE LEVEL Ry - Repulsi year - Rs - Rating Scales - Su - Summer (Circle One) TOTAL ١ 3 4 7 9 10 11 12 5 6 8 GAINS L ** - Growin RY O - 220 vis. RS 247 & 1 e ow Š 12 3. 2 1 1 () 0 - . · . · . · . · . · . · . · Corp. ()/*/** PY .21 = .27 yrs. RS 25 = .77 SU 1 month Ma ses (rorm RY 1.01 - 1.50 yes. 3 1 j RS 40 - 74" SU 7 - 1. - 3 - 1. / Utation of ironth RY 15 vis. 8 over RS 74 - 105 8 .2 İ 4 1 St Attre 3 mos. 23 TOTAL Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE FACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gainss

Prior average rearly gain . Pretest grede equivalent score - 1 See back of page 5 Na. of years in school

NUMBER OF STUDENTS BY GRADULENTL													
5 ~ 5 · / .		i	3		5_	,	7	8	,	10	11	12	TOTAL
C = 70 2/4.					ļ 	ļ		ļ					
.11 1 (0	24												
11 _ 1 /													
I.C. A sie-	\times												
10141													Crond Total

134

* Include only those students who has both pre and post tests 1/1/2. Property who has placed, according only are included in this evaluation. To achieve they weather then grown level.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

 $\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPICIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



SRG. They + Alek. " Stripl & Picture Stung Part 118 Name of instructional activity evaluated in this report Acres Acres Acres Missinger Survey PROGRESS REPORT OUTLING FOR TITLE INSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

the achievement that some legree of advancement was skown. Fact testing shows enclose of progress.

10. Based on the evidence presented on Page 3 and in iter, 8, what conclusions may be drawn regarding student progress and the success of this activity?

students have made progress. a good percentage of students were now in the program. This reason made it necessary to find an appropriate inch for him to accomplish what he carille in a more weure atmospher.

11. Make recommendation of changes needed for this activity.

I do not helieve a chape in activity is necessary. It had is much important is for the timber to recognize his read as fic enter the program.

12. Describe any unique or innovative features of this activity.

a renegate feature of the per-gram or activity in that he can work independently and on as tirel in which he can proceed.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.

Lacit Lecial plelow altyle proceedings and that here been herefield. The Promand Park liste have been helpful en noting ung ERIC projecce made.

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INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I st. ff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at lime of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.070	.71 ~ 1.00	1.01 - 1.50	1.51 & Over			
1	Omit							
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above			
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above			
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above			
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above			
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above			
7	o	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above			
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above			
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above			

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



PROGRESS REPORT OUTLINE FOR TITLE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADL EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.F.	3.7	3.8	1
(1) 13	5.6	7. 9	-2.9
BB		5.9 5.9	
773	3.5	4.9	-/./
4-13	4. Ü	49	- 19
		4. Î 1. Î	
		, , , , , , , , , , , , , , , , , , , ,	
		·	
			ļ
<u> </u>			

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above davi-

The above students entered our program at the protesting. Thereties not recorded above to receive the said which the said which the said that the search of the text.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs

Title I, ESEA

		Prov	rida	200			•
NAME	OF	LEA	v ± u e	1106	COUNTY CODE	115	LEA CODE
TYPE	OF	PROGRAM		Neglected	Delinquent		le One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

		19	Re	egular	Sch	ool Ten	m	*******		1	Sur	meı	:		
1.	operated.	ın	the	number	of	weeks,	the	length	of	time	Neg.	or	Del.	activit	ies

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Morths	More Than 9 Months
1 day/week				1 1101 1110	,
2 to 3 days/week			. 12		
Daily					
Other (Specify)					

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	6HAD E	REGULAN YEAR	SUMMER	UHOUPLI- CATED TOTAL
	(1)	(2)	(3)	(4)*
. 1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6	3	3	3
9	Grade 7	6	6	_6
10	Grade 8	3	<u></u>	ž
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1-18)	12	12	1.2

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student patticipation or right (number of students). Show students in each activity in which they participate.

			
ACTIVITY LIST FOR PROJECT	Neg.	or De	1
	K+6	7.12	UNGR
Dolch Word Drill	3	9.	
2Consonant Review	3	9	
3Vowel Review	3	9	
4Consonant Blends	3	9	
5Comprehension Chec	s 3	9	
62 yllabication	· 3	9	
Contractions	3	9	
*Crosswords	3	9	
9			
10		<u> </u>	
11			
12			

e not necessarily on added total of columns 2 and 3.

IFRE appearing in both columns 2 and 3 would appear only umn 4.

SPECIAL HISTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scan,ing sheet rust be marked very carefully in order to insure a correct reading by the scenier. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETING COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Chae 2	LEA Code 3	Between Tests	7 Gradh (Mark only one)	10 No Children Post test	11. Mean Protest	12. Mean Post Test	6 11 6 Greath PY On ,70 .rs, PS 24" & Belca NJ V , rown & he.	Son & Drowth RY 171 - 1,00 yes, PS 255 - 1977 Su 1 nonth
7 0 3 9 0 0 9 0 0 0 9 0 0 0 9 0 0 0 9 0 0 0 9 0 0 0	000000000000000000000000000000000000	5.2 9000000000000000000000000000000000000	13 000000000000000000000000000000000000	. 03 9 000 000 000 000 000 000 000	~ © ⊕ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	03 2 00000000000000000000000000000000000	0 00000000000000000000000000000000000	0 7 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
606 600	000	(9) (9)	(9) (9)	(9) (9) (9) (9) (9) (9) (9) (9) (9) (9)	$\begin{array}{c} 0 \\ 0 \\ 0 \end{array}$	000	996 996	(C (0 (0) (O (0) (0)

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle there a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet of this is not done.
- 2. Do not blacken fore than one circle in any column.
- 3. All survey activities will be marked in item 5 as surmer.
- 4. It a text used in cvaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely forestant that it is all of 12 be miled correctly. The only case where a circle could be blickened in the left hand column of items 11 and 12 would be share a ream grade education of educations and cases the right hand column will show tent soot a year.
- 6. The form of student, in the two bottom, table, should be shown in the right hand columns (see 1.3 old).
- 7. It $x \neq three x$ 12 and the two bottos tables will be completed for math and reading for the regular year.
- 3. It was the model to the left to those table will be completed for all other results where exists, it is a model by the second budges. This is the first to the leave the bottom right toball the second of the second budges.
- 9. when rating seeds are used for surer a moof items, I through 8 must be completed and the participant to be to the late of 12 and the last om right hand table blank, but to plete all other columns.



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FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Na	me of LEA _	Providence	County Code _	115	_ LEA Code E5-115
		PROGRESS REPORT OUTLINE	FOR TITLE I IN	STRUCTIONAL A	ACTIVITY
	Regular year be unswered	ogress report for EACH instruction r (RY) and summer (Su) programs S for each instructional activity. D e. Attach additional pages as need	hould be reported : To not leave blanks	separately. Each	question should
1.	Name of the	instructional activity evaluated in	n this report <u>Re</u>	ading	(Circle One)
2.	Indicate the	person (s) doing this evaluation (regular emplovees	or consultants).	
	() Superior	antendent selor	,	itle of the perso of this activity.	n primarily responsible for
	() Class	room teacher		deValcour	
	K) Princi	ipal	Telephone	Number(31	4)652-5866
	() Other	(specify)	<u> </u>		
3.	Indicate, in	number of weeks, the length of tin	ne this activity ope		Summer
4.		IN 4-0 number of apapapaire school childre :		e I programs, inv	rolved in this activity.
5.	a. Indicate t	the number of participants in which			•
		12 Regular year			Summer
		e the remaining participants evalua See Page 5.	ted ⁵ (account for	the difference be	tween item 4 and item 5a
6.	Γ		A CHILL D. DANIEL	Da Tr S In Tall 5 4 6	TIMITY : ACH WALLY
	18	DICATE THE ALERAGE ANGUNI OF TH Number of Periods Per Week	TE A CHIED PARTIC		ructional Period
		;		1 ho	our
7.	What were th	he objectives of this activity? For	ilure to list the ob	octive will resul	t in rejection of the

evaluation.

Jone smade level.

To improve wore recormition, commencesion and interpretative reading by

Name of instructional activity evaluated in this report,

8. Present of votive evidence, such as quantitative summatic , chirts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used. Iowa Basic Skills Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	<u> </u>	2.3	2.7	+0.4
7	6	3.8	4.5	+0.5
ઇ	3	6.0	6.7	+0.7
		-	İ	

All regular year instructional activities must be evaluated using a standard (zed achievement test.

TABLE 4. GAISS OF STUDENTS PARTICIPATING IN THELE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests __

23

t - Perular vear - Re	s - Rati	ng Sca	les Su	- State	er (C	irclo O	าย)		NUM	eer o	F STU	DENTS	BY GI	RADE I	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	. 8	9	10	11	12	TOTAL
L tre Grants RY 0 = .70 yrs. RS 247 & tre ow 5.0 g & tres.								2	5	1					8
S = 3r-um Pr 21 - 1 RS 25 = 39 1 1 0 com												-			
Maiked Fromtt RY 1.01 = 1.50 kms. RS 401 = 741 Su 2 mos. = 3 kms.										2			-		2
1 151 y s. 5 over A5 751 = 162 SU Above 5 mas.								1	1						2
TOTAL								3	6	3					1.2 Grand Total

TABLE 5, PRIOR AVERAGE VENELY CAINS OF STUDENTS PARTICIPATING * IN THEFT ACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gainss

Prior average yearly gon Protest orate radivalent score - 1 See back of page 5

								· , , .	3 41 30			
	NUMBER OF STUDENES BY GOADE LEVEL											
f Johns	1	2		5	٤	,	8	,	16	11	12	TOTAL
⁷¹ /·s.					·	خ;	٠,					ې
105	$ \times $					٦.	2					3
101.1.0												
1,51 &												
******						6_	_3					12

Include only trose students who had both pie and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



						- Rithiri Dilai G
Name of	instructional	activity	evaluated	in this	report	

PROGRESS REPORT OUTLING FOR HILLS LINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached? The stated objective was fo	r a
one year cain in subject areas mentioned. Of the students participatin	Ğ.
half of them fullfilled the objective, a quarter partially fulfilled the	
objective and a quarter did not meet the objective or showed a decline	ın
this parplouler subject	
(Title I classes read only for 6 months, so objective is revised accord	ingly
to a rall-year (min.)	

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? The students who met the objective fully or partially were those who seemed to be self-motivated and functioning on an academic level not as deficient as others. The scheduled hours for the class to meet were not convenient for the majority of the students. The concept of the tutoring class was generally positive, by those students who met with any success in anyone area.

11. Make recommendation of changes needed for this activity. This activity might work better were it indep noted into the seriod day and such strategies used provided the students with more successful and interesting experiences.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the India I activity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE FOST TEST FOR EVALUATION PURPOSES

1. Cor plete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADI, FQUIVALI NT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or			
N.1.	3.7	3.8	1			

^{*} The National corm is from the test manual and is defendent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	fall: be pl	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)								
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over						
1	Omit										
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above						
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above						
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above						
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above						
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above						
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above						
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above						
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above						
l	i		l	l	1						

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEA_Prov	<u>ride</u>	nce		COUNTY COL	DE 115	LEA CODE	115-115
TYPE	OF	PROGRAM		<u>Neglected</u>	(Delinquent	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.													
		9	Re	egular S	Sch	ool Teri	n		1		Sur	nmeı	<u>.</u>	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than				More Than
	_1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/week		_			
2 to 3 days/week			12		
Daily					
Other (Speciful)				}	

TABLE 2 Title | Project Participants Indicate the unduplicated number of children who participated in activities by grade level.

	+ GRAVE	REGULAR YEAR	SUMMER	UNDUPLI+ CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6	3		3
9	Grade 7	<u>£</u>	<u>ــ ئـــ</u> ــا	-6
10	Grade 8	·:	3	
11	Grode 9			
12	Grade 10			ļ
13	Grade 11			ļ .
14	Grade 12			
15	Ungraded	L		<u> </u>
16	TOTAL (SUM OF 1-15)	12	12	12

TABLE 2A Participants by Activities and/or Services

List Activities in lest column. Show student participation on right (number of students). Show students in each activity in which they participate.

			1
ACTIVITY LIST FOR PROJECT	K-a K-a	or De 7.12	UNGR
1 Puntuation (Trans)) 3	9`	
, Capitalization "	3	9	
3Sequencing cards	3	9	
4Vocab word search		<u>Ş</u>	
sOrosswords	3	9.	
«Sentence Structer	3	9	
Paragraphing	3	9	
8			
9			
10			
11			
12			

umn 4 is not necessarily an added total of columns 2 and 3. [] [] Judent appearing in both columns 2 and 3 would appear anly diverse in column 4.

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title ! Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCT Include a progress report for EACH instructional activity operated accord Regular year (RY) and summer (Su) programs should be reported separatel be answered for each instructional activity. Do not leave blanks. Refer of each page. Attach additional pages as needed.	ding to the following outline. ely. Each question should to directions on the back	
Regular year (RY) and summer (Su) programs should be reported separatel be answered for each instructional activity. Do not leave blanks. Refer	ely. Each question should to directions on the back	
1. Name of the instructional activity evaluated in this report <u>Lanciage</u>	Circle	Su One)
2. Indicate the person (s) doing this evaluation (regular employees or consu	ultants).	
() Superintendent Name and Title of t evaluation of this a	the person primarily responsib	le for
(X Classroom teacher John de Vale	court	
(X Principal Telephone Number	(314)652-5866	
() Other (specify)		
3. Indicate, in number of weeks, the length of time this activity operated.		
19 Regular year	1Summe	er er
N t D 4. Indicate the number of monpublic school children eligible for Title I progr	grams, involved in this activity	<i>;</i> .
12 Regular year from grades 6-8 12		
5. a. Indicate the number of participants in which pre and post evaluation is	is available.	
12 Regular year	Summ	er
b. How were the remaining participants evaluated? (account for the different and). See Page 5.	erence between item 4 and ite	m 5a
THO CATE THE AVERAGE AND INT OF TIME A CHILD PARTICIPATED II	IN THIS ACTIVITY EACH WEEK	
Number of Peri de Per Week Ler	ngth of Instructional Period]. 1.0112	

7. What were the objectives of this activity? Failure to list the objective will result in rejection of the evaluation.



SPECIAL INCTRUCTIONS

CPTICAL SCANDING SHEETS.

The optical scanning sheet must be narked very catefully in order to insure a correct reading by the scanner. The mac ne reads throu i the paper thus THE MARKS MUST BY MADE PARK AND COMMITTERY COME. I CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code 2	LEA (s to J.	Number of the s Between Tests	नक्षेत्र ''स्प्रंग onty one)	10. No Children Post test	11. Mean Pretest	12 Mean Post Test	Citt & G onth FY O = 70 + 12 55 24' & Be on V , onth & Ne,	Serve of with RN 121 = 190 year RS 24m = 19m Ny 1 menih
1 6 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	№ 000000000000000000000000000000000000	№ 000000000000000000000000000000000000	3 ○○○○ 3 ○○○○○○○○○○○○○○○○○○○○○○○○○○○○	3	₹ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	03 2 00000000000000000000000000000000000	№ 0 <	017 00000000000000000000000000000000000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any colum.
- 3, All summer activities will be raried in item 5 as summer.
- 4. If a terrised in evaluation is not listed in nu br 8 do not complete the optical scanning sheet.
- 5. It is extremely important that item, 11 and 12 be eighted correctly. The only case where a circle would be bluckened in the left hand column of items 11 and 12 would be where a comparate convals it exceeded 9.9. In all cases the right hand column will sack tenths of a year.
- 6. The nervoles, dents in the two bottom tables should be shown in the right hand columns (150 color).
- 7. Items 9 torowh 12 and the two bottom tables will be completed for math and reading to transmission.
- 8. Its Otto and Provide letteral of the table all be completed for all other restrictions of the complete of the control of th
- 9. Den recorded are used for summer school ate .. I through 8 must be completed and the outer text table. Text and is 9-17 and the botton right hand table blank, but complete all other columns.

 151

ERIC*

8. Present objective explanee, such a equinititative severatios, charte, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Leel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used. Towa Basic Skills Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	3	2.1	2.3	+0.2
7	6		4.5	+1.4
8	3	5.2	6.5	+1.3

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 3, GAINS OF STUDENTS PARTICIPATING IN TITLE LINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. No. of weeks between tests _

Regular year Re	_	1	1	T .	1	-			T		1	Γ	1	т -	EVEL
GAINS	Pre K	к	١	2	3	4	5	6	7	8	9	10	11	12	TOTAL
E 11 A GODATS RY 0 - 170 yes. PS 247 A 44 34 C 0 3 At 6 145.								2	1.						3
5 - p															
RY 1.6° = 1 50 vm. RS 40 = 76° Sy 2 m s 10s.									1.	1					2
90 0512 1 2 21241 90 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1								1	4	2					7
TOTAL								3	6	3					12 Grand

TABLE 5, PRIOR AVERAGE VENELY GAINS OF SILDENIS PARTICIPATIBLE TIN THEELT ACTIVITIES Complete to regular year reading and math onlys

Formula for Figuring Prior Gainss

Prior average yearly car Perest green remodent score - 1. See back of page 5

NUCBER OF STUDEN'S PAGRADE LEVEL											
. 5		. ,	λ,	2 2	15 11	12	TOTAL				
C = *C . · .											
. ,											
111 - 1											
1,51 &	X										
TATO							Gread T tal				



INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Tab 3 must be completed where pre and post testing is used for evalu in purposes. This would include all regular year instructional act lies except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BLUSTD FOR MIL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or rathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCAUNING SHELTS ARE NEEDED FOR REPORTING INFORMATION FROM TAbles 3, 4, and 5. See the public school litle I official for copies and information.



Language Arts

Name of instructional activity evaluated in this report.

PROGRESS REPORT OF HENT FOR THEE FINSTRUCTIONAL ACTIVITY - Continued

- 9. To what degree were the objectives of this activity reached. Of students enrolled in the class approximated; two trivials of that number, according to test scores; reached the stated objective of a one year gain. Of this two-thirds, about half exceeded that objective by six months or more. The other one-third made no visible gains on test scores with some loss indicated for about half of these.
- 10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity. The situlents who encoded stated objectives, were consmally ones who were to some eltent self-motivated. The open atmosphere of the classroom sturned their curiosity, Others were offended by having to remain and extrumt hour after school. Also some of the students reading ability was so deficient as to make it difficult to teach much other than masic onclination. The materials left something to be desired as to their motivating qualities for slow learners. Greater needs than time allowed.

11. Make recommendation of changes needed for this activity.

This setivity might work better were it incorporated into the regular school hours. Also all possible, more notivational or game-type activities, might be employed to get students interested and provide some success in the area.

- 12. Describe any unique or innovative features of this activity.
- 13. I clude so higher introductions which are deemed necessary to show the effectiveness or changes for Attraction the Title I contain. Attach as necessary.

 Storm as no constitute I contain a necessary.

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 Storm as no constitute I contain a necessary to show the effectiveness or changes are altered to show the effectiveness or changes.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alterna' evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OF TELLETINS FRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Con plete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INTIALS	POST TEST GRADE FQUIVALEN. SCORI.	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.F.	3.7	3.8	1
		· · · · · · · · · · · · · · · · · · ·	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	ing into these pre	e categories (studetest categories weeken	will
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
ا	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the ./1 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs
Title I, ESEA

NAME	OF	LEA Pro	vide	ence	COUN	TY_CODE_	115	LEA CODE	135-115
TYPE	OF	PROGRAM		Neglected	Deling	uent)	(Ciro	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1:	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.	3.0							٦					
		7.7	Re	egular S	Sch	ool Ter	n				Sun	me 1	.	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

<u>TABLE 1</u>					
	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week	110.1211	2 3	3		
2 to 3 days/week			1.2		
Daily					
Other (Specify)					

TABLE 2

Title 1 Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	SPADE	PEGULAR YEAR	SUMMER	UNDU PLE - CATED TOTAL
	(1)	(2)	(3)	(A) ⁴
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6		<u>; </u>	<u> </u>
9	Grade 7		<u> </u>	_5
10	Grade 8	<u> </u>	<u> </u>	<u> </u>
11	Grade 9		<u> </u>	
12	Grada 10	······································		
13	Grain 11			
14	Grade 12		<u> </u>	<u> </u>
15	Ungraded		 	ļ
16	TOTAL (SUM OF 1-15)	12	1.2	12

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

which drey participates			
ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST FOR PROSECT	K-a	7•12	UNGR
1-ultiplication Rec	ords3	9	
	3	9	
raction Puzzles	3	9	
4 Math Kit	3	9	
5 Peg Boards		9	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ARNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA .	Providence	Courty Code _	115	LEA Code
	PROGRESS REPORT OUTL	INE FOR TITLE I INS	TRUCTIONAL	ACTIVITY
Regular ved be answered	rogress report for EACH instruction (RY) and summer (Su) program d for each instructional activity c. Attach additional pages as	es should be reported so. 7. Do not leave blanks.	eparately. Each	question should
1. Name of the	e instructional activity evaluat	ed in this report <u>Ari</u> i	thretic	(C1rcle One)
?. Indicate the	e person (s) doing this evaluati	ion (regular <mark>e</mark> mplovees c	or consultaats).	
	rintendent selor	į.		on primarily responsible for
	sroom teacher		of this activity.	ourt
$\binom{\chi}{\lambda}$ Class $\binom{\chi}{\lambda}$ Prince	ripal			652-5256
() Other	r (specify)			
	n number of weeks, the length of L9 Regular year	of time this activity ope	rated. 	l Summer
	e number of nanpubles school cl Regular year from grad			
5. a. Indicate	the number of participants in v 2 Regular year		aation is availa	ble. Summer
	re the remaining participants ev See Page 5.	aluated? (account for t	he difference b	etween item 4 and item 5a
б. _Г				
,	Number of Periods Per Week	SC THE A SHOUND PA (10)		Structional Period
" It has been	the objectives of this which;	Fails to list the obs	active will tosi	ult in rejection of the

in row, the basic critication exills it out the four elerations of line, showmation, instipatoration but aividing by one grave level

SPECIAL MISTRUCTIONS

CONCINETING OPTICAL SCANNING SHIETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COME THE CIRCLY. The use of a dull No. 2 pencil is most effective. Do not use int.

Correct way to mark optical scanning sheet:

1. County Code 2	LEA Cage 3.	Number of A i s Between Tests	7 Grade (Mark only onr)	10 No Children	11, Mean Pretest	12 Mean Post Test	Kieria Gionath By Oiw 270 ars. Be 24r & Baloia Stric prowent them?	Sun (Strowth RY (21 = 1 20 ES 255 - 225 Sun Lagorth
0 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8	5 000000000000000000000000000000000000	3 3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	03	→ @ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	₩ 000000000000000000000000000000000000	№ © © © © © © © © © © © © ©	014 0000 0000 0000 0000 0000 0000 0000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle there a number does not appear in items 1, 2, 3 § 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All survey activities will be marked in item 5 as supmer.
- . If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- . It is extremely interiant that flore 11 and 17 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean marke equivalent esceeded 9.9. In all cases the right hand column will suck tenths of a year.
- 6. Mulmary of students in the two bitter tables should be shown in the right hand columns (5 + 0.00 pte).
- 7. Items 9 through 12 and the two botto, table, will be completed for math and reading for the regular year.
- 8. It is the state of the little of the reconstill be completed for all other reconstructions and the state of the state o
- 9. Then rate greenly are used for the arthogoluters, I through 8 must be completed and the posterior left toole. Comparison of 2 and the bottom right hand table 61 mk, but on plete all other columns.

160



Name of instructional activity evaluated in this report.

8. Present objective evidence, such is quantitative summarie, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHARL OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used. Towa Basic Skills Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
6	7.	7.0	3.6	+1.7
	<u> </u>	4.1	1.9	+0.8
<u> </u>		. 5.7	6.6	+0.9
			 	
				

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 3, GAINS OF STUDENTS PARTICIPATING IN TITLE FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests -

Ry Regular veor K		ng Sca	les Su	- Sum	er (C	ircle ()	ne)		NUM	BER O	rsic	DLNTS	BY GI	RADE	LEVLL
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
RY 070 vrs. RS 24 & felow C) (, & felow									3	1.					4
5 me 5 owth 5 / 11 m 1 10 yrs. 5 () 15 m 2 5 6 hoats								1							1
EY 1.01 - 1 50 vrs. FO 40 - 74 SO 20 5 3 m s.															
There to Brown or 15th was an arm of the transfer of the trans								2 .	3	2					7
TOTAL								3	C	3					7.2 Grand

TABLE 5, PRIOR AVERAGE VEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES Complete for regular year reading and muth only.

Formula for figuring Prior Guins:

Prior overage yearly com Presest grade countrient score -1 See back of page 5

NUMBER OF STUDIES BY GRADE LEVEL													
F 11 (1 - 13		2	,	4	5			<u>.</u>	2	16	11	12	TOTAL
. = ." • .	-)	<u>ر</u>	1					()
.**						1	•,						_ 3
^													
1.5' 6	X												
T TAL				-		3	ن	75					1.2



Include only those students who and buts pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST OF USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lover right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly pains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

3.4 - 1.

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLE, 3, 4, and 5. See the public school Title I official for copies and interaction.



Arithmetic

Name of instructional activity evaluated in this report.

PROGRESS REPORT OUTLINE FOR THE LET INSTRUCTIONAL ACTIVITY - Continued

retentions span and weak math skills as measured by ITBS.

- 9. To what degree were the objectives of this activity reached?

 Fight of the twolve students achieved average of 0.9 to 3.6 years improvement. Two of the twolve inproved less 0.9 but greater than 0.1. Two of the twelve regressed 1 to 2 grades as measured by 1TBS. Therefore 831/3 % improved as measured by 1TBS.
- 10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student process and the success of this activity? The tuvorial approach to math practical skills was successful for 50% of the students in the program. Of the 85%, lo 2/5 improved by 5 years. lo 2/5% improved by 2 years; 25% improved by more than 1 year but less than 2 years. 8 1/5% improved by the expected 0.9 no.

 The multi-sensory approach using manupulative math-concept equipment with constant variations reaches that sort of student who has short attention-

- 11. Make recommendation of changes needed for this activity. We have used teather-made tapes directed to produce students. We need short tape cards for those very distracted students who cannot be patient with tape.
- 12. Describe any unique or imposative features of this activity.
 Handator, automande for those who wish to be part of this program. Withdraw-all of those who so not wish to be part.
 These with a Almost towal individualisation through games and other manipulation activities in math concept.
 - 13. Delate each other interestion or items which are deemed necessary to show the effectiveness or changes resulting from the Title Factivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

- 4 On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.
- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS FUPORT OUTLINE FOR THELETINSTRUCTIONAL ACTIVITY CONTINUED REFORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDI NT INITIALS	POST TEST CORRECTED SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.F.	3.7	3.8	1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusion regarding student progress as shown by the above data.



TABLE FOR FIGURING PR OR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of losttest (Grade just completed)	Grade at Time of Protest (No.of years in school	Pretest Scores for the categories (students alling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over			
1	Omit							
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above			
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above			
2,	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above			
5	4	3.8 / below	3.9 - 5.0	5.1 - 7.0	7.1 & Above			
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above			
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above			
8	7	5.9 & Below	6.0 - 8.0	8.1 -li.5 ·	11.6 & Above			
9	8	6.6 & Belov	6.7 - 9.0	9.1 -13.0	13.1 & Above			
					•			

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs

		Title	I, ESEA					
STIL	ENIS PUBLICS	sc. Hucks	•					
NAME OF LEA MO	: 1/1LLS SO	CHOOL COUN	TY_CODE //	5 LEA COD	E //5			
TYPE OF PROGRAM	Neglected	Deling		(Circle One)				
•			<u>ー</u>					
INSTRUCTIONS: If								
c hildren located t						Ιf		
services or instr						,		
appropriate pages								
school students,	only page one	is necessary	. OPTICAL SCA	ANNING SHEETS	ARE NOT			
NECESSARY.								
PROJECT DESCRIPTION	<u>0N</u>							
1. Indicate, in	the number of	weeks, the le	ength of time	Neg. or Del.	activities			
operated,			1					
<i>N//4</i> ·	Regular Sch	ool Term		Summer				
~	C 11.111	m/+1- T 1 !	1 1		m: 41 - T			
Indicate the number				cicipated in	inis litte i			
activity and/or se	ervice by tim	e participate	a.	•				
TABLE 1	Less Than		 	<u> </u>	More Than			
		1-3 Months	4-6 Months	7-9 Months	9 Months			
1 day/week	1 Month	1-5 months	4-0 Montais	7-9 Honens) Honens			
2 to 3 days/week					•	-		
Daily		8.5						
Other (Specify)			<u> </u>	-				
other (blectiff)		· · · · · · · · · · · · · · · · · · ·						
TABLE 2	ł		TABLE 2A					
			Participants by Activities and/or Services					

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YCAR	R3MMUE	UNDUPLI - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
က	Grade 1			
4	Grade 2			
5	Grade 3		ļ	
6	Grade 4			-
7	Grade 5		4	1 /2
8	Grade 6		<u> </u>	1_/
9	Grade 7		117	1/1)
10	Grade 8		45	
11	Gode 9		121	21
12	Grade 10		ļ	
13	Grade 11			-
14	Grade 12			
15	Ungraded		19	15.
16	TOTAL (SUM OF 1-15)		8.5	55

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST FOR TROJECT	h-0	7+12	UNGR
		•	
			10
2 Reading	30	36	19
3			
4			
5		•	_
6			
7			
3			
9			
10			
-iv			
11			
12	Ļ		

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

Page 2 Instructional

PART II - B
Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL SENCY

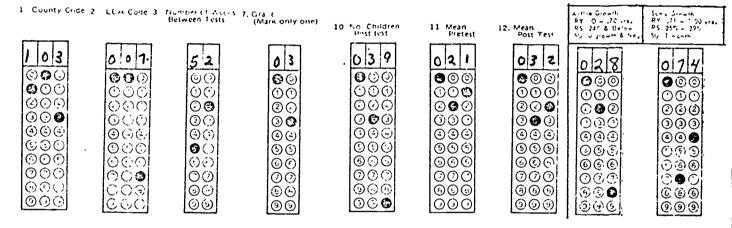
ST. Louis Public School Name of LEA Mo. FILLS School	County Code
PROGRESS REPORT OUTLINE FO	R TITLE I INSTRUCTIONAL ACTIVITY
Include a progress report for EACH instructional a Regular year (RY) and summer (Su) programs shoul be answered for each instructional activity. Do no of each page. Attach additional pages as needed.	
1. Name of the instructional activity evaluated in thi	s report Reading RY (Su) (Circle One)
2. Indicate the person (s) doing this evaluation (regu	lär employees or consultants).
() Superintendent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
(X) Classroom teacher	C. Franson Superining tohn.
() Principal	Telephone Number 741-6400
() Other (specify)	
3. Indicate, in number of weeks, the length of time the	is activity operated.
4. Indicate the number of nonpublic school children of	
Regular year from grades	Summer from grades ung to 9
5. a. Indicate the number of participants in which pre-	and post evaluation is available.
. Regular year	Summer
	(account for the difference between item 4 and item 5a
Observation	cher make text and faculty
6. INDICATE THE APPRAGE AVOINT OF TIME A	CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
Number of Periods Per Neus	Length of Instructional Period
5	7.5
7. What were the objectives of this activity? Foilure	to list the objective will result in rejection of the
To rave the level of	reading for all your students on a few months to 3 to x years.
all are retarded from	n a few months to 3 to 4 years.

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:



DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed (n number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean give equivalent exceeded 9.9. In all cases the right hand column will how tenths of a year.
- 6. Hurbors of students in the two bottom tables should be shown in the right hand columns (see a apple)
- 7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. Items 6 through 12 and the left cound bettom table will be completed for all other to left year sol, its, i.e. I are left, and confidental Studies, line is also that for a respectively as the bottom right table plane, i.e. a perfect all of respectively.
- 9. Then ration weakly are used for some chool items, I through 8 must be completed and the bottom left to ble. To me items, 9-12 and the bottom right hand table blank, but complete and other columns.

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8. Present objects a evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. I cel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF WERNGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: _

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
			made made	teeto
		teach	77/1000	
	hatro le	A TABLE	tw	
	natio iti	i Victoria		
Ev. a	Ju Celle-			
RVV	X-1			

All regular year instructional activities must be evaluated using a star lardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE TINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests

- Recular year Rs - Rating Scales Su - Summer (Circle One)									NUM	3ER O	F SIC	71712	BY G	CADE I	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 070 yes. R9 .4 8 m cm 20 4 g unt 8 teng.				-	-4-	· ·		2.~	1 -	La	cu	ty		·	
Some Private RY 11 - 1,12 yrs. RS 21 - 29 SJ 1 month		Ú	v	w	at	CV	Tur)						
Marke Dr. win RY 1 01 - 1.50 yes. RS 40 - 747 St. 2 or. withous.				CV	المعتود										
S Esta Far Grawta Pt 1 21 yrs. & over RS 751 - 166 SU Above 1 nos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING 1 IN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gainst

Pretest grade equivalent score - 1 See back of page 5

r armula for Fig			7107 477	oqe ye:			of yes	15 IN SC	nool		- See bace		
NUMBER OF STUDENTS BY GRADE LEALE.													
P = 1/10 15	1	2	2	4	5	٥	,	۶	,	,5	 	17	ATE-AL
0 = .'0 y s.							}		2		PC	<u> </u>	i (Vi)
· '.			بر ان و د، د			((ن)	(/Lec	,	1	f ()	'		
17 _ 1 4/1					10/	,(.5.)	ill	a	VC C				
1,51 &	X												
TOTAL													Grand Tetal

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SHE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report Reading.

PROGRESS REPORT OUTLINE FOR THE LETISTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached with children reading below second grade there was a great deal of progress providing there was no learning disability or mild retardation, Greatest progress was made with children who were closur to normal in intelligence but who had previous poor school attendance. Objectives for every child varied in that the youngstons were at levels from pre-primary to 11th grade.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? Pregress was minimal texters come; and maximum comethers. Various cactors entered into their progress, motivation, inherent intelligence, Experiential Earlighted cognitive processes, whather they were in school for entire summer, whether they were encolled in mid-summer, etc. alternance was a vital issue in pregress of child. Generally speaking, every child learned something; it was just a matter of legree. Considering the shortness of the session of the inany variables involved, the process is patted hish.

11. Make recommendation of changes needed for this activity. Those youngstone who fall in age nonge of 12-15 & who are reading below 3rd level need to be in smaller classes a given for more individualized affection. Classes of 15 children, all with sovere reading problems is enrichly too lorse.

13. For the a is a by the random attent of items which are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE FQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIF FERENCE + or -		
N.F.	3.7	3.8	1		
		lacm	Uly .		
	O a Moss	ly to			
	EVWILLEN	Carle 1			
			,		

- * The National norm is from the test manual and is dependent upon the time of year the test is given.
 - 2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over				
1	Crit								
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above				
3	2	2.4 & Below	2.5 - 370	3.1 - 4.0	4.1 & Above				
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above				
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above				
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above				
7	6	5,2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above				
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above				
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above				

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest scere of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs

		Stih	CUIS	s PuBL	IC SCHOOL	() () () () () () () () () ()	`		
	OF	LEA /1/6	<u>. H</u>	11.1.5	<u> Si</u> Hec L	COUNTY_CODE_	115	LEA CODE_	115
TYPE	OF	PROGRAM		Neglect	ted .S	Délinquent)	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate, in	the number	er of weeks	, the	length	οf	time	Neg.	or De	l. act	ivities
	operated'.					1	,				
	operated'.	Regulai	School Te	rm		- 6	•	Sun	mer		
					-	~					
T 1.		1 .	aible miele	. T ~1	h 1 1 d m n n	r rh o			sead in	* +hic	T:+10 T

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than				More Than
į į	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 dav/week					
2 to 3 days/week					·
Daily		85			
Other (Specify)					

TABLE 2

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	UNE JPET - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		<u></u>	F.
7	Grade 5		4	<u></u>
8	Grade 6		1	<u> </u>
9	Grade 7		10_	
10	Grade 8		(2)	
11	Grade 9		12/	.77
12	Grade 10			
13	Grade 11		ļ. ——	-
14	Grade 12	ļ	 	
15	Ungraded		1.7	177
16	TOTAL (SUM OF 1-18)		185	85

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1.
ACTIVITI LIST FOR PROJECT	K-6	7-12	UNGR
		٠	
2 Language art	.30	36	19
3			
4			
5			·
6			
7			
8			
9			
10	<u> </u>		
11			
12			

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO	BE COMPLETED BY LOCAL EDUCATIONAL AGI	ENCY
Na:	ST. Louis Public Schools me of LEA Mc. Hills School C	County Code 115 LEA Code 115
	PROGRESS REPORT OUTLINE FOR	TITL" I INSTRUCTIONAL ACTIVITY
	Include a progress report for EACH instructional act Regular (car (RY) and summer (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	be reported separately. Each question should
1.	Name of the instructional activity evaluated in this	report Larynage arts. RY, Eu (Circle One)
2.	Indicate the person (s) doing this evaluation (regula	ar employees or consultants).
	() Superintendent	
	() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
	Classroom teacher	C. Branson Supering Tolar
-	() Principal	Telephone Number 741-6480
	() Other (specify)	
3.	Indicate, in number of weeks, the length of time this Regular year	s activity operated. 6 Weeps Summer
١.	•	puble for Title I programs, involved in this activity.
•	,	S5 Summer from grades ling \$ 9
5.	a. Indicate the number of participants in which pre-	and post evaluation is available.
	Regular year	NONESummer
•	b. How were the remaining participants evaluated? If any) See Page 5. Evaluation Out of 700 welks of well.	(account for the difference between item 4 and item 5a n ley Lea Cher made Tests rescelies.
ń.	,	
	Number of Periods Per Week	CH LD PARTICIPATED IN THIS ACTIVITY EACH WEEK Length of Instructional Period
	5	75
	What were the objectives of this activity. Forlure is evaluated	7.0
C	to improve as we have	unch an parsible the
		· · · · · · · · · · · · · · · · · · ·

COECULA DO DO COMO

OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPILIELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code ?	LEA Code 3	Between Tests	7 Grade (Mark only onn)	10 No Children Pest test	11. Mean Pretest	12. Mean Post Test	Little Growth RY 0 = .70 + s. RS 241 & De no. St. U g cort & toe.	Sin C Growth PV 171 - 1 Ou 178. 1 PS 257 - 397 Sty 1 munith
	00 0000000000000000000000000000000000	5 000000000000000000000000000000000000	0 3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	- 53 ? - 53 ? - 53 ? - 50 0000000000000000000000000000000000	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	₩ 9 9 9 9 9 9 9	№ © © © © © © © © © © © © © © © © © © ©	074 0000 0000 0000 0000 0000 0000 0000
	CACAG	00	(<u>0</u> ()	13000	000	<u> </u>	<u> </u>	699

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken fore than one circle in any column.
- 3. All sw mer activities will be marked in item 5 as summer,
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blacketed in the left hand column of items 11 and 12 would be share a coan made equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. for service attached in the two bottom table, should be shown in the right hand columns (see a copie).
- 7. It is 9 the man 13 and the two potton tables will be accolleted for math and reading for the regular year.
- 8. It is 3 torce in 12 and the left and boots table will be completed for all other resolar very subject of i.e. and a fit of the mode and Sheral Stellos. This is all attached to the left of the fit
- 9. Parameter scales are used for summer school atoms, 1 through 8 must be completed and coloite for table. Learnite scale 12 and the bottom right hand table blank, but complete all other columns.



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8. Present objective evertance, such as quotifative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tobles below ore minimums. Leel free to submit such other data as may be pertinent to the evaluation of the activity.

Grade	Number of Studen, ,	Mean Pretest	Mean Post Test	Gain
	- Evalu	alicon nucli	test	ma
-(1)	to Markey	Chain	auti	
	1 accurley			
	•			

All regular vear instructional activities must be evaluated using standarcized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THILE FINST KUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests

- Regular y for Re		ng Sca	les Su	- Sum.	er (Ci	rete Da	:e)		NUM	3ERCO	STU	ENTS	BY GI	KADE I	EVEL
JAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	T)TAL
Corre Growin RY 0 - 70 yes. RS 24" & Bern SU 0 years & yes.															
87 27 = 1.00 yrs. R1 21 = 2.00 yrs. S1 1 = 2.00			7	(X.)	ini	ty	(oli	رئدد	ser	it	خ			
My knd Gr Wr RY 1.01 = 1.50 yrs. RS 4G = 741 SO 2 m/s. = 3 vrs.													_		
S.Estantia Ironin RY 151, s. 3 mr RS 751 m 100 SU Above 3 mos.															
TOTAL											4				Grand Total

TABLE 5, PRICE AVERAGE YEARTY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES Complete for regular year reading and math only.

Formula for figuring Prior Gains:

Prior overage yearly go is - Pretest crade equivalent score - 1 See back of page 5

NOMBER OF STUDENTS BY GRADE LEVEL													
P -r Galis	1	2	3	.1	5	6	,	9	9	10	1,	12	TOTAL
0 = .70 v s.	\times	·										 	
כ) י וי,	X			. 1			11:	1. 7	2	 	206	U,	, >-1
10-1-1				1	K	CCC		/- t					
1,53 & Jean	X												
10.AL	X												Grand Tota

* Include only those students who had both pre and post tests and are included in this evol ation.

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

3.4 - 1

Thus his prior average yearly gain was .6 year's growth. If he pre test had been given in the fall of the fifth grade for this student, one would still only court the four prior years of school in the formula.

SEE THE SPICIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE MEDDED FOR REPORTING INFORMATION FRO.1 TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instruction if activity evaluated in this report Langue and

PROGRESS REPORT OF HIME FOR HILLE JINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

75% of students according to teacher made lette showed progression and and writter communication skills.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity? There was a marked improvement of comprehension skills through silent tonal reading if newspaper articles. Through dictionary activities marked quently was shown in vocabulary and/or word usage.

The students were more sure of how to expressions thremselves through on all twritten expressions.

11. Make recommendation of changes needed for this activity.

NONE

12. Describe any unique or innovative features of this activity.

Recording on tapel or al dialogue between several shelinis. She wing and discussing film mered each day simulated a describe tion of a "new word each day simulated a described in crease whenlulang.

13. Include such other internation or item, which are deemed necessary to show the effectiveness or changes resulting from " - Title Lactivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the fitle I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at lime of fretest (No.of years in school	falli be pl	ng into these pro	e categories (studetest categories of esponding prior and esponding prior and esponding prior and esponding prior and esponding prior and esponding prior and esponding prior and esponding prior and esponding prior and esp	will [
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
• 1	Omit				
2	1	1.7 & Below	5 3 - 2.0	2.1 - 2.5	2.6 & Above
³ 1	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 8.0	8.1 -11.5	11.6 & Above
ġ	8	6.6 & Below	6.7 9.0	9.1 -13.0	13.1 & Above
					,

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



PROGRESS REPORT OUTLINE FOR TITLE EINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.F.	3.7	3.8	1
	1	lu lu	
	Gualua alut	water	
	tti oligi		
	10000		
	7		

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs

Title 1, ESEA	
ST. Luis fublic schace, Title 1, ESEA	
NAME OF LEA MO. HILLS SCHEEL COUNTY CODE 115 LEA CODE 115	-
TYPE OF PROGRAM Neglected Delinquent (Circle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Ind	cate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	oper	ated. N/A									/				
		<u>N/A</u>		R	egular	Sch	ool Ten	n			6	Sun	me r	•	
		/													

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TAPLE 1					
	Less Than			1	More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/week					
2 to 3 days/week					
Daily		8.5			
Other (Specify)					

TABLE 2

Title | Project Farticipants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAN	RAMMUE	UNDUPLE - CATED TOTAL
	(1)	(2)	(3)	(4)*
T ₁				
. 2	Kindergarten			
3	Grade 1			
4	Grade 2			ļ
5	Grade 3			
6	Grade 4	L	1-	<u></u>
7	Grode C		<i>l</i>	
8	Grade 6		15	1_1:
9	Grade 7		11	10
10	Grade 8		<i>'</i> 27	1.7
11	Grade 9		21	.2/_
12	Grade 10			
13	Grade 11			
14	Grade 12		<u> </u>	
15	Ungraded			111
16	TOTAL (SUM OF 1-16)		< 5	5.15

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST FOR TROSECT	K-6	7-12	UNGR
1		•	
2 ARTHAITIC	.30	.36	19
3			
4			
5			
6			
y			
8		_	
9			
10			
11			
12			

FISCAL YEAR 1974 -LOCAL EDUCATIONAL AGENCY ARRUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

	·
TO BE COMPLETED BY LOCAL EDUCA	ATIONAL AGENCY
ST. LOUIS PUBLIC Name of LEA MELLIUIC, Sc	S CHOOLES CHOOL County Code 115 LEA Code 115
	OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY
Regular year (RY) and summer (Su) pro	estructional activity operated according to the following outline, ogra is should be reported separately. Each question should tivity. Do not leave blanks. Refer to directions on the back is as needed.
1. Name of the instructional activity eva	aluated in this report <u>arithmetic</u> RY/Su/(Circle One)
2. Indicate the person (s) doing this eva	aluation (regular employees or consultants).
() SuperintenJent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
(4) Classroom teacher	C. Branzen - Supering Tel
() Principal	Telephone Number 741-6-400
() Other (specify)	
3. Indicate, in number of weeks, the len	,
,	n grades Summer from grades Living to
5. a. Indicate the number of participants	s in which pre and post evaluation—available.
Regular	veur NONE Summer
b. How were the remaining participan if any) See Page 5. Fig.	Loa cher made Testa and
6.	
NUMBER OF PERIODS FOR WEI	CONT OF THE A CHIED PASTICIPATED IN THIS ACTIVITY EACH WEEK Length of Instructional Period
1/2	75

7. What were the objective, of this activity? Failure to list the objective will result in rejection of the 186 in the about the action.

In the children we have the use mounted the children in air out should and you while we solver of.

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL COAMBING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK ADD CONSTREET COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use tak.

Correct way to mark optical scanning sheet:

1 Courty Code 2	LEA Cogn 3	Number of Week's Between Tests	7. Grade (Mark only onr)	10 No Children Frost test	11. Mean Protest	12 Mean Post Test	t if a G noth BY C = 170 vets BS 121 & the in 1	Sons Dinwih RY 171 = 100 viss 1 R3 244 = 197, Sr I nun h
103 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00	\$ 000000000000000000000000000000000000	40000000000000000000000000000000000000	0 00000000000000000000000000000000000	- 03 9 - 000000000000000000000000000000000000	→ → → → → → → → → →	03 2 000 000 000 000 000 000 000 000	८ ७००००००००००००००००००००००००००००००००००००	074 000 000 000 000 000 000 000 000 000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackeded in every column in items 1 through 8. Blacken the zero circle where a no ber does not appear in items 1, 2, 3 & 7. The machine discards the sheet of this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All surmer activities will be marked in item 5 as summer.
- If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheat.
- 5. It is extremely reportant that fire all and 12 be earlied correctly. The only case where a circle would be blackened to the lift hand column of items 11 and 12 would be there a common above quitalent earlieded 9.9. In all cases the right hand column will such tentas of a year.
- 6. Members of students in the two bottom typles should be shown in the right hand columns (see easy 10).
- Items 9 targets 12 and the two bottom tables will be completed for math and reading for the resular vers.
- 8. Items) from the 12 and the 1st head both motificall be completed for all other regular war appears, i.e., the chiral both of the complete section in the complete section of the complete section
- 9. When ration scales are used for the rachool items, I through 8 must be completed and the port of left table. The relicion of Lamb the porter rapid hand table blank, but on block all other columns.



187

8. Present objective evidence, such as quantitative a matter, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for frawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity,

TABLE 3, CHARL OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN | Nome of test used: _____

Complete t	his chart	only	where tests	are used	for	evaluation.

Grade	Number of Students	Mean Protest	Mean Post Test	Gain
·		1	Lu\	and
	C ille	G. 110	-tielle	
	(,)	Ticos	a hor	
	a Charles	Closen		
	juli juli juli juli juli juli juli juli			

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN THEFT INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

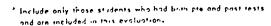
No. of weeks between tests _

- Regular vear - R ,	 -	ng Scal	les. Su	- Summ	er (Ci	rele O:	ee)		NUM	ER O	FSTU	DENTS	BY GI	RADE	LEVEL
GAINS	Fre	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
E file (110 min RY 0 m . 10 yes. 15 52 2 he om 50 0 cm air 5 he ;.		_					ne	in		X.		->-			
1 Greath RY 1 - 12, 1986 RS 1 - 21 13 1 - 15			1	ن، س	i. '1		6-3	V	N	,-IC	V				
#13 xe5 +0.44 BY 1.01 - 1.50 y s. #5 40 - 741 1 7 - 5 7 + 24		-1	20	Cr.											
7 25% 1 3 00 W1 RY 12 y 5,3 neer RS 75 = 100n 5 1 An re 3 nes.															
TOTAL															Grand Total

TABLE 5, FRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATES * IN TITLE LACTIVITIES Complete to, regular year reading and moth only.

Formula for Figuring Prior Gains: Prior overnic yearly gain Preton and equivalent sense - 1 See back of spage 5 No. of repre in school

		NUMBER	OF ST	ICDL.	<u> 1 - 13'</u>	1. (11.)	DI I	111	,			
P 10 M	1	. ,	4	,	, .	-i-	\ 3 	y ~1.	*9	,,	1,	TOTAL
570 yes.				5	رار		U/C		V			
.7 1 69	>/	7	ス	1			()	کسانہ ′	LL" (·V	1.7	1
1.51 - 1.55			ر حکن ہ		<u> </u>							
1,51 & over	X	1/1										
1014												Grand Total



INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SFE THE SPECIAL TUBLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report Mathematical

PROGRESS REPORT OUTLINE FOR THELFT INSTRUCTIONAL ACTIVITY - Continued

De to of the students according to teacher 9. To what degree were the objectives of this activity reached? made testi showed growth in concepts and committee tioned skilly in addition, multi pleasing and division of a 3, and 4 places municipal concepts of new period places

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student

Cognetical skills are hundered by be harravioral attitudes such as short attention spen, irreterant distractions, and peer group influences. However, 7 aut of 10 students displayed a discre to learn.

11. Make recommendation of changes needed for this trivity. I small 2 av mac stoldarte and more homogeneous grantstripe more inquidual attention worker will Fregues Frequent short Periods y ariel.

12. Describe any unique or innovative features of this activity.

Students are motivated more by math equations involving money and month sind objects in a progress of their own progress

13. The lide rough other information or iter , which are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary,

Fild trem would have enhanced the sunmer activity by heaving students relate cognitive skill to the activities. ERICRISHETTER for a surface, with learning deveity in learning activities

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRES REPORT OF TELLE FOR FIFLE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDI NT IMITIALS	POST TEST GRADE I QUIVALENT SCORE	NATIONAL NORM * EXPECTED .	DIFFERENCE + or -
\.I	3.7	3.8	1
	C LOV	W	
	1/12		
	4		

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)									
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over							
. 1	Ornit											
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above							
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above							
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above							
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above							
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above							
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above							
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above							
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above							
		·			<u> </u>							

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs . Title I, ESEA

Griscom

NAME OF LEAst.	Loui	s Pub. School	COUNTY CODE	115	LEA CODE_	115_
TYPE OF PROGRAM		Neglected	2elinguent	(Cir	cle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate, operated.	in	the	number	of	weeks,	the	length	of	time	Neg.	or	Del.	activities
			Re	egular S	Sch	ool Teri	n			6	Sur	nme r	•	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than			•	More Than
1	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
l day/week					
2 to 3 days/week					
Daily		105	<u> </u>		
Other (Specify)					

TABLE 2 Title I Project Participants Indicate the unduplicated number of children who

participated in activities by grade level.

	GRADE	REGULAR PA3Y	3UMM ER	UNDUPEL - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergorten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5		3	
8	Grade 6		9	
9	Grade 7		18_	ļ
10	Grade 8		71	
11	Grade 9			
12	Grate 10			
13	Grade 11			
14	Grade 12			<u> </u>
15	Ungraded			
16	TOTAL (SUM OF 148)		105	

TABLE 2A Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT		or De	1
ACTIVITY EIST TOK TROSECT	К-6	7-12	UNGR
1 Reading	_16_	89	
2 Language Arts	16	89	
3 Mathematics	16	89	
4 Physical Education	16	89	
5			
5			
7			
9			
10			
11			
12			

FISCAL MEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

Page 2 Instructional

PART II - B
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Griscom Name of LEASt. Louis Pub. School	. County Code 115 LEA Code 115
PROGRESS REPORT OUTLINE F	OR TITLE I INSTRUCTIONAL ACTIVITY
Regular year (RY) and summer (Su) programs slow	not leave blanks. Refer to directions on the back
1. Name of the instructional activity evaluated in the	his report Physical Education RY Su (Circle One)
2. Indicate the person (s) doing this evaluation (reg	gular employees or consultants).
() Superintendent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
() Classroom teacher	Tolam Milan
(X) Principal	Telephone Number <u>531-3600 (213)</u>
() Of or (specify)	
3. Indicate, in number of weeks, the length of time i	this activity operated.
Regular year	6 Summer
I. Indicate the number of non-public school children	eligible for Title I programs, involved in this activity.
Regular year from gredes	Summer from grades 4-8
5. a. Indicate the number of participants in which p	re and post evaluation is available.
Regular vear	none Summer
if any) See Page 5.	d faccount for the difference between item 4 and item 5a
NOICATE THE AVERAGE AMOUNT OF TIME	A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
Num' or of Poriods Per Week	Length of Instructional Period
5	60

7. What were the objectives of this activit. * Fadure to list the objective will result in rejection of the evaluation.

ERIC n the various sports and other physical activities with a good understanding of the rules and regulations.

SPECIAL HISTRUCTIONS

FOI COMPLETING OPTICAL SCAMMING SPIETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK ALD COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code 2	LEM Code 3	Number of Agevs Between Tests	7. Grade (Mark only one)	10 No Children Post bill	11. Mean Prefest	12 Mean Post Test	(111 a Growth BY 0 m ,77 ers. US 74" & Belsa 1_ 1 , 0=15 & fen.	Schil Grawth RY 171 = 1 00 vis. 3 RS 25% = 30% Stull fact h
103	007	52	0 3	. 03 8	021	032	01218	074
000 0 00 600	0000 0000		00 00 00	(000) (000)	000 000 0 0 0	@ @@ 	000 000 0 0 0	000 000 000
000 000	000 606	(3() (4()	(O) (O) (O)	○○	000	(3 0 (9) (9 (9)	000 000	999 99 8
000 006 000	0000	○ ○ ○○ ○○	00 00 00	000 000 000	000			080 086 0 9 0
60 60	500 900	00 00	90 90	000 00 0	000 000	000 000	®© 0 ®⊛©	© 0 0 0 0 0

DO NOT FOLD THE OPTICAL SCAUNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discords the sheet if this is not done.
- 2. Po not blacken pore than one circle in any column.
- 3. All surver activities will be turked in item 5 as surmer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle world be blue egg in the left hand column of items 11 and 12 would be where a cin price ear value of a coed duty. In all cases to right hand column will show tenths of a year.
- 6. We associate lents to the two hortes to be abound be shown in the right hand columns (so a simple)
- 7. The contract of the two two contracts will be conjected for each and reading for the regular year.
- 8. In the start of the control of the start of the will be completed for all other group to that subjects, i.e. the start of the control of the start of the start of the bottom right tiple bind, but a spectral of the column.
- 9. Then retire scales are used for current school atoms, I through 8 must be completed and the bottom let table. Then, it we 9-12 and the bottom right hand table blank, but or plete all other columns.



8. Present objective explosion, such as quantitative successful, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Leel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: _ Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
		 		
				<u> </u>
				
	•	 		

All regular year instructional activities must be evaluated using a standardized achie vement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests _

Rv - Regular vear - Rs	- Rati	ne bra	les Su	+ Sun :	ect (C)	rele O	ne)		NUM	31.R 0	FSTU	DEN IS	BY G	RADE I	.LV I.L
GAINS	Pre K	К	١	2	3	4	5	6	7	8	9	10	11	12	TOTAL
RY 0 - 30 yrs. RY 0 - 30 yrs. R\$ 247 8 1 n m					·						,				
And to we and the second of th															
RY 1,01 - 1 50 yes. RS 45 - 7: S, 2 cus.															
#5 75 _ 5U Ahrae 3															
FOTAL															Grand Total

TABLE 5, PRIOF AVERAGE YEARLY GARS OF STUDENTS PARTICIPATING 1 IN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula for Fig. ring Prior Gainss

No. of years in street

Pror average yearly on a Protest grade equivalent score = 1 See back of page 5

NUMBER CÉ STUDE (IS BY GUADE LEVEL													
P + 02+4	;		3	ıi.	,	<u>.</u>	,	3	ņ	10	11	12	TOTAL
C - 14 v s.	/												
1,51 %	X												
79°41.					•								Crant Tata

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST OF USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

3.4 - 1

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OFFICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on paper 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to neet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



Name of instructional activity evaluated in this report $\frac{Physical}{Physical}$ Education

PROGRESS REPORT OUTERS FOR HILLE EINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached Approximately 95 per cent.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

They participated cooperatively. This can be contributed to the fact that they had a better understanding of the rules and regulations of the various activities.

11. Make recommendation of changes needed for this activity.

none

12. Describe any unique or innovative features of this activity.

They have the pleasure of having a variety of activities.

B. Leclude such other information or items which are deemed necessary to show the effectiveness or changes resulting from the latter I activity. Attach as necessary.

None



PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCF + or –		
N.F.	3.7	3.8	1		

^{*} The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	dents vill verage		
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5 ,	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 % Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8 · *-· ·-	···6.6 & Below -	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

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LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs Title I, ESEA

Griscom

NAME OF LEAD- 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1
TYPE OF PROGRAM Neglected Delinquent; (Circle One)
INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY. PROJECT DESCRIPTION
1. Indicate, in the number of weeks, the length of time Neg. or Del. activities operated. Regular School Term 6 Summer
Indicate the number of eligible Title I children who prticipated in this Title I

TABLE 1 Less Than More Than 9 Months 1 Month 1-3 Months 4-6 Months 7-9 Months 1 day/week 2 to 3 days/week

Daily よっち Other (Specify)

activity and/or service by time participated.

TABLE 2

Title | Project Participants Indicate the unduplicated number of children who participated in activities by grade level.

	6#ADE	REGULAR YEAR	SUMMER	UNDUPLI+ CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergorten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		·	
7	Grade 5			
8	Grade 6			
9	Grade 7			İ
10	Grade 3		· · · · · · · · · · · · · · · · · · ·	<u> </u>
11	Grada 9			
12	G-nde 10			
13	Grace 11			
14	Grade 12			
15	Ungraded		ļ	
16	TOTAL (SUM OF 1-18)		با با	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Reg.	or De	1
ACTIVITY EIST FOR TROSECT	к-3	7-12	UNGR
n. er alm	16	-> [*]	
alr o Arti	16	СУ	
31. that dies	16	(9)	
4 Promie i Leversien	1.	(;	
5		•	
6			
7			
8			
9			
16			
11			
12			

Instructional Activity

FISCAL YEAR 1974: LOCAL EDUCATIONAL AGENCY ARRUAL EVALUATION REPORT PART II = B

Page 2 Instructional

Evaluation of Title I P ojects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

		Gri.com		115		115
Nat	me of LEA					ode
		REFORT OUTLINE FOR				
	Include a proviess report for Regular year (RY) and say be answered for each instruof each page. Attach additionally	er (Su) programs should ctional activity, Do not	l be reported s	eparately. E	ach question sh	ould
1.	Name of the instructional c	ectivity evaluated in this	report	i tune. at	ics	RY (Su) (Circle One)
2.	Indicate the person (s) don	u this evaluation (regul	ar emplovees	or consultan	ts).	
	() Superinterdent					
	() Counselor		Name and T			responsible for
	() Classroom teacher		100	! deck	Al Jany	ciù
	(£) Principal		Telephone:	Number	1-1 LU (215)
	() Other (specify)					
3.	Indicate, in number of week	s, the length of time thi	is activity ope	rated.		
		Regular year			6	Summer
1.	Indicate the nur, ber of-marg	r D while school children el	igible for Title	e I programs	, involved in th	is activity.
	Regula	r vear from grades		.105	_ Summer from	4-8 grades
5.	a. Indicate the number of p	articipants in which pre-	and post eval	uation is ava	ailable.	
		_ Regular year			none	Summer
•	b. How were the recomming if any) See Page 5.	par respants evaluated?	(account for	d.e differenc	c between itcm	4 and item 5a
6.	0: CA'(700 A.	CAR STORY OF THE A	CHILL PARTICE	PATED IN TH	IN ACTIVITY EAC	H WEEK
		rals P. Week			I structional Per	

SPECIAL INSTRUCTIONS

CONCENDETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in entire a correct reading by the scanner. The machine reads through the paper thus THE MARAS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet;

1. County Code 2	LEA Code 3.	Number of Fice 5 7 Between Tests	(Name only one)	10 No Children Post test	11. Mean Pretest	12 Mean Post Yest	Ellia Gigath RY Om 170 its. PS 241 & Bara Company & reg	Son c Drowth RY 121 = 1,00 yrsc RS 25% = 29% SU r coth
03 000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	03 000 000 000 000 000	03 9 0000 0000 0000 0000 0000	00000000000000000000000000000000000000	→ → → → → → → → → →	№ ® © © C ⊙ © © © © © © © © © © © © © © © ©	0 7 4 0	
<u> </u>	Ŏ ()	<u>©</u>	<u>00</u>	000	<u> </u>	<u> </u>	୭ ଓ ଓ	<u>®</u>

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blocken more than one circle in any column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is estre-ely important that itees 11 and 12 he marked correctly. The only case where a circle would be place ned in the left hand column of items 11 and 12 would be there a roan grade equivalent caceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. It has of students in the two botto tables should be shown in the right hand columns (see each ple).
- 7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
- b. It is a torough 1. And the letter of bottom to be will be completed for all other results vir supported, i.e. taken a Aris, some and Social Studies. This is also tree torough a processor of the processor of the bettom right table bloom, out complete all other core as:
- 9. When rather contain are used for some or school items, I through 8 must be completed and the pottor left table. Transmissions 9-12 and the bottom right hand table blank, but complete all other columns.



8. Present objective explance, such as quantitative an maries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the secress of the activity. The tables below are minimums. Leel free to submit such other data as may be pertment to the evaluation of the activity.

TABLE 3, CHART OF AMERICA ACHIEVE MENT SCORES WITH GAINS SHOWN Nome of test used: ____ Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
			<u> </u>	
	•			'

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE LINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests .

	Regular year Rs - Ratin: Scales Su - Summer (Circle One)								1				· -		
GAINS	Pre K	к	i	2	3	4	5	ć	7	8	9	10	11	12	TOTAL
L frin Growth RY O + 120 yrs. PS 24" A " = 11 SU O g = 4" R 1. + 12.															
Symp () 1 - 0 yes. RS 25 - 7 C 1 m att															
Horved Urent RY 101 - 1.00 yes. RS 40 - 711 S 2015 1015.															
RY 131 CH. & .er RS 757 = 10 SU Atore 1 = 3.															
RY 131 VIS. 8 Jer RS 75" = 10															

TABLE 5, PRIOR AVERAGE ALARIA GAINS OF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES

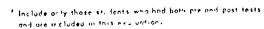
Complete for regular year reading and math only.

Formula for Figuring Prior Gainst

Prior average yearly gain _

Potest or '- equivalent score - 1 See back of spage 5 No. of years in school

SUVER OF STUDENTS BY GRADE LEVEL.													
F +0 ms	,	2	,	:	5			9	2	٠,٤	,,	1.	TOTAL
0 = .70 . s.													
,71 - 1 C				<u> </u>									
1.31 = -57													
1,51 & 200	\sim												
TOTAL	$\sqrt{ x }$,								Connd Tata





INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title 1 official for copies and information.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE INSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

Incre was little to for then a consider activity reached?

10. Dased on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

the controllers of the nuceum of this activity. It might be tell that whiteher the men who have my the children was werthwhile. (Some children was resimpled extra a terlam to procise with)

11. Make recommendation of changes neede—for this activity.

lines - lead that have for this ratio made 1 ther.

12. Describe any unique or innovative features of this activity.

with one of the transport to the term of the transport the property of the transport of the

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

and the second of the second of the second



PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCF + or -
N.F.	3.7	3.8	1

^{*} The National norm is from the test manual and is dependent upon the time of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	ng into these pro	e categories (studetest categories desponding prior a	will verage
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit	-			
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	.7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 ~ 8.0	8.1 -11.5	11.6 & Above
9	8 "	··6.6 & Below -	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 FART II C

For Neglected and Delinquent Programs . Title I, ESEA

Griscom

NAME	OF	LEA St.	Louis	Pub.	School
		PROGRAM			

COUNTY COI	DE 115	LEA	CODE	115
Delinquent	ゝ ̄ ̄゛	(Circle 0	ne)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.													
			Re	egular S	Sch	ool Ter	n		6		Sur	ome i	-	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1_						
	Less Than		1	i	More Than	- 1
	1 Month	1-3 Months_	4-6 Months	7-9 Months	9 Months	
1 day/week						
2 to 3 days/week					_	
Daily		105				
Other (Speciful)						\neg

TABLE 2

Title 1 Project Participants Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	RESULAR PATY	SUMMER	UNDUPLI - CATED TOTAL
	(1)	(2)	(3)	(4)4
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		11	
7	Grade 5		3	
8	Grade 6		()	
9	Grade 7		18	
10	Grade 8		71_	
11	Grade 9			
12	Grade 10			<u> </u>
13	Grade 11			
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 148)		105	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on tight (number of students). Show students in each activity in which they participate.

which they participate.			
ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY EIST TOK TROSECT	К-6	7-12	UNGR
1 Reading	16	89	
2 Language Arts	16	89	
3 Mathemetics	16	89	
4 Physical Education	16	89	
5		, ,	
6			
7			,
8			
9			
10			
11			
12			

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ERIC: is not necessarily an added total of calumns 2 and 3.

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

	Griscom	יול	224
Na	me of LEA St. Louis Fub. School C	ourty Code 115	LEA Code115
	PROGRESS REPORT OUTLINE FOR	TITLE I INSTRUCTIONAL AC	TIVITY
	Include a progress report for EACH instructional act Regular year (RY) and summer (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	be reported separately, Each qu	estion should
1.	Name of the instructional activity evaluated in this	report Language Arts	RY, (Sur) (Circle One)
2.	Indicate the person (s) doing this evaluation (regula	r emplovees or consultants).	
	() Superintendent		
	() Counselor	Name and Title of the person evaluation of this activity.	primarily responsible for
	() Classroom teacher	FalaunMa	upin
	(X) Principal	Telephone Number 531-36	00
	() Other (specify)		
3.	Indicate, in number of weeks, the length of time this	activity operated.	
	Regular year	6	Summer
١.	Indicate the number of nonpublic school children eligible.	; gible for Title I programs, invol	lved in this activity.
	Regular year from grades	Sum	mer from grades <u>h-8</u>
5.	a. In the the number of participants in which pre a	and post evaluation is available	
	Regular year	None	Summer
	 b. How were the remaining participants evaluated? if any) See Page 5. 	account for the difference betw	veen item 4 and item 5a
ñ.	INDICATE THE AVERAGE AMOUNT OF TIME A C	HILD PARTICIPATED IN THIS ACTI	VITY FACH WEEK
	Number of Periods Per Week	Length of Instru	
	5	60	

7. What were the objectives of this activity's Failure to list the objective will result in rejection of the evaluation.

To increase such language skills as Capitalization, Punatuation, and Correct usage.

SPECIAL INSTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1. County Code 2	LEA Code 3.	Number of Aeeks Between Tests	7. Grade (Mark only onr)	10 No Children Post test	11. Mean Pretest	12. Mean Post Test	Cittle Growth PY 070 vrs. PS 24" & Below No yrowth & Ney	Son C Growth RY 171 = 1 90 yrs. RS 715 = 395 No. 1 o coth
J 0 3 ⊕ 0 0	0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	52 000000000000000000000000000000000000	3 3000 6 300000	039 000 000 000 000 000 000 000	△ © © © © © © © © © © © © © © © © © © ©	03 2 300 000 000 000 000 000 000 000 000	№ © © © © © © © © © © © © © © © © © © ©	014 00000000000000000000000000000000000

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column.
- 3: All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a mean grade equivalent exceeded 9.9. In all cases the right hand column will show tenths of a year.
- 6. Numbers of students in the two bottom tables should be shown in the right hand columns (see example).
- 7. Items 9 through 12 and the two bottom tables will be completed for math and reading for the regular year.
- 8. Items 9 through 12 and the left hand bottom table will be completed for all other regular year subjects, i.e. Language Arts, Science and Social Studies. <u>This is also tree for sweet scient theory to the bottom right table black</u>, but complete all other columns.
- 9. When <u>rating scales</u> are used for summer school items, 1 through 8 must be completed and the bottom left table. Leave items 9-12 and the bottom right hand table blank, but complete all other columns.



8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tobles below ore minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Tes	Gain
			·	
	,			

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests _

- Regular vear Re	- Rati	ng Sca	les Su	- Sumi	ner (C	ircle O	ne)		NUM	BER O	F STUI	DENTS	BY G	RADE I	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	.8	9	10	11	12	TOTAL
Little Growth RY 070 yrs. RS 74" & Re ow SU 0 growth & Nes.															
Son & Greath RY .11 = 1.00 yrs. RS .51 = 37 SU 1 north															
Morand Growth PY 1.01 - 1.50 yrs. RS 40 - 74° SJ 2 mos 3 mos.															
Substant at Growth RY 1 23 yrs, & neer RS 75% - 160% SU Above 3 mas.															
TOTAL															Grand Total

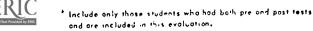
TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

Prior overage yearly gain _

Pretest grade equivolent score - 1 See back of page 5 No. of years in school

			MBER T		Γ	T	·	T	T			Ī	1
Pror Gains	,	2	3	4	5	5	,	8	۰	10	11	12	TOTAL
) = .70 y-s.													
** - 1 * /													
.01 1,50	1												
SI & over	X											 	
TOTAL													Grand Ta



INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

 $\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional ac	ivity evaluated i	in this report	Language	Arts
name of monactional ac	ivite evaluated i	m uns iedun		

PROGRESS REPORT OF TENSET OR TITLE FINSTRUCTIONAL ACTIVITY - Continued

9.	9. To what degree were the objectives of this activity reached?														
						dogree		growth	shown	in	the	meeting	of	these	objectives.

19. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

There was some improvement shown in the way some of the students wrote as well as spoke.

11. Make recommendation of changes needed for this activity.

None

- 12. Describe any unique or innovative features of this activity.

 Language games were played as well as the children putting together their on workbooks.
- 13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Audio-visual naterials play an important part in this activity.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPLICTED	DIFFERENCF
N.F.	9.7	3.8	1

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pi	lng into these pr	e categories (stu etest categories esponding prior a	will
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	136 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEADE.	<u> Lo</u> : ~	Fup.	School Griscon	COUNTY	CODE	115	LEA CODE	115
		PROGRAM				Delinquer		(Cir	cle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.													
			R	egular	Sch	ool Ten	n			6	Sun	nmeı	•	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than				More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/week					
2 to 3 days/week					
Daily		105			
Other (Specify)					

TABLE 2

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	SRADE	REGULAR YEAR	SUMMER	UNTUPLI - CATED TOTAL
	(1)	(2)	(3)	(4)°
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4		4	
7	Grade 5			
8	Grade 6			
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10		Ĺ	
13	Grade 11		ļ	
14	Grade 12			
15	Ungraded			
16	TOTAL (SUM OF 1419)		105	

TABLE 2A

Participants by Activities and/or Services

List Activities in lest column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	1
ACTIVITY LIST FOR TROJECT	К-6	7-12	UNGR
iste din c	lό	<u> </u>	
2 Loroua e Arts	1o	QC.	
3 hatheratics	<u>ló</u>	US	
4 F Tool Latentien	16		
5			
6			
7			
3			
9			
10			
11			
12			

Instructional Activity

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evolution of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

	Griseom		336	ገገሮ
Nar	ne of LEA bt. Lett. b. ser l	County Code		LEA Code
	PROGRESS REPORT OUTLINE	E FOR TITLE I INST	RUCTIONAL	ACTIVITY
	Include a progress report for EACH instruction Regular year (RY) and summer (Su) programs so be answered for each instructional activity. I of each page. Attach additional pages as need.	should be reported se Do not leave blanks.	parately. Each	h question should
1.	Name of the instructional activity evaluated i	in this report Renai	<u>ne</u>	RY, Su (Circle One)
2.	Indicate the person (s) doing this evaluation ((regular emplovees or	consultants)).
	() Superintendent	<u> </u>		
	() Counselor	Name and Tit evaluation of		son primarily responsible for
	() Classroom teacher	100	Each	Maripin
	(X) Principal	Telephone Nu	1mber55	143660 (213)
	() Other (specify)			
3.	Indicate, in number of weeks, the length of tir	me this activity opera	nted.	
	Regular year	_	. 6	Summer
. :	Indicate the number of aempublic school childs	ren cligible for Title	I programs, i	nvolved in this activity.
	Regular year from grades	10	5	Summer from grades 11-8
5.	a. Indicate the number of participants in whic	h pre and post evalue	ition is avail	able.
	Regular year		nci	ne Summer
	b. How were the remaining participants evaluate if any) See Page 5.	ated? (account for th	e difference	between item 4 and item 5a
۱.	THO THE SPACE AND THE STADUME	HE A CHILD PARTICES	ATED IN THIS A	ACTIVITY EACH WEEK
	Number of Periods Per Week		Length of Ir	nstructional Feriod

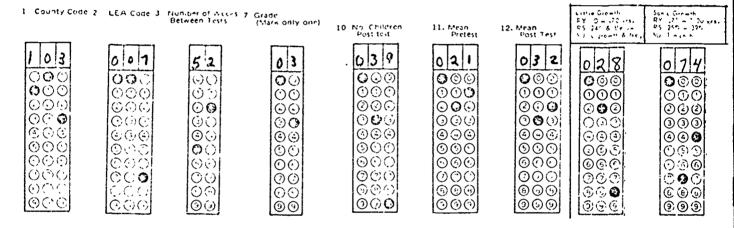
7. What were the objectives of this activity? Failure to list the objective will result in rejection of the

SPECIAL MISTRUCTIONS

FOR COMPLETING OPTICAL SCANNING SHEETS.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet;



DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle there a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any column,
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely it nortant that items 11 and 12 be marked correctly. The only case where a circle would be blackened in the left hand column of items 11 and 12 would be where a rean grize equivalent enceeded 9.9. In all cases the right hand column will show tenths or a year.
- 6. The of students in the two bottom table, should be shown in the right hand columns (see example).
- Item, 9 through 12 and the two bottom tables will 1 + completed for math and reading for the regular year.
- 8. It 9 through 12 and the left hand bette table will be completed for all other results wear subjects, i.e. it may late, become and Social Studies. This is abjects for the first of the first order to close should be bettem right table plane, but to plete all other columns.
- 9. Then rather scales are used for somer school items, I through 8 must be completed and the potter left table. Leave item 9-12 and the bottom right hand table blank, but or place all other columns.



223

8. Present objective explaine, such as quantitative succentres, et arts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below ore minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 5, CHART OF AVERAGE ACHIEVENESS SCORES WITH GAINS SHOWN Name of test used. Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
	,			
		 		

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE LINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests _

Rv - Regalai vear - Rs	- Rati	ni Sca	les Su	- Sum	·п (С	rele O	10)		NUM	BER O	F STUI	DENTS	BY GI	RADE I	LEVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - 77755, R\$ 24 8 9 - 50 Su Ggrowth & fin.															
5th 6 3th 150 + 5th 6 5t															
Morand Geruin RY 101 - 1,50 yes, RS 401 - 711 SU 1 rus, 1 st															
Screening C. win #Y - \$1 yrs. & rer #\$ 75% - 100 - \$0 Above 3 nos.															
TOTAL											_				Grand Total

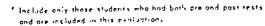
TABLE 5, PRIOR AVERAGE YEARLY GARGEOF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

No. of years in school

Prior overage year's goin Protest grade equivalent score - 1 See back of page 5

NUMBER OF STUDE AS BY GPADE LEVEL.											<u> </u>		
P 0 C	,	,	2	4	5	4		2	•	10_	11	12	TOTAL
0*6													
· · ·	>												
16 = 17													
1 51 %	X	i											
TOTAL	X												Grand Tota



INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHLETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



.:(•	(3	٧١٠٠	

Name of instructional activity evaluated in this leport ____

PROGRESS REPORT OUTLINE FOR THE ETINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

increase with each of the actor than every equality in the childrens! accomplishing any degree of the core. Therefore, the property inced on the success of the outside of the epicotive, a media say accuted or of per cent.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

recrease and area of a contest in this notivity of the children the selves. Some states to the gradual terms that remain could be such functional as intermitive.

11. Make recommendation of changes needed for this activity.

hore current event are now proce type or motorial would be helpful.

12. Describe any unique or innevative features of this activity.

Fore problem ray, we provide reaction of the expectage uniform the restorate which is one of the ($2.50 \times 1.00 \times$

13, Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.

The second of th



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evalued. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over			
1	Omit							
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above			
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above			
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above			
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above			
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above			
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above			
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above			
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above			
					•			

Use the above table to determine the categories in which the student, fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



PROGRESS REPORT OUTLINE FOR TITLE LINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INHIALS	POST TEST GRADI: EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
<u>\.l.</u>	3.7	3.8	1
		4	
		·	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Plede draw conclusions regarding student progress as shown by the above data.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEAST,	Louis Chaus TIAN	JOUCOUNTY CODE_	//S LEA CODE_	115
			Neglected	Delinquent	(Circle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.	/				•								
			Re	egular :	Sch	ool Ten	n				\$ur	nme 1	c	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1						 ,
	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months	
1 day/week	1 Month	3	6	17		
2 to 3 days/week						
Daily			2-	2		
Other (Specify)						1

TABLE 2

Title I Project Participants
Indicate the unduplicated number of children who
participated in activities by grade level.

	GRADE	REGULAR YEAR	5UMMER	UNDUPLIO CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			ļ
4	Grade 2			
5	Grade 3			
6	Grade 4	2	ļ	
7	Grade 5	2	ļ	
8	Grade 6	7		ļ
9	Grade 7	<u></u>		ļ
10	Grade 8	8		
11	Grade 9	1		<u> </u>
12	Grade 10			
13	Grade 11	ļ		ļ
14	Grade 12		L	<u> </u>
15	Ungraded		<u> </u>	
16	TOTA' (SUM OF 1415)		<u> </u>	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

which diey pattierpater						
ACTIVITY LIST FOR PROJECT	Heg. or Del.					
	K-6	7-12	UNGR			
1Sec/AL STUDIES	3	27				
25010NCE	3	27				
3 Reading 4 Largunge HR75	3	27				
ALAICUACO HRTS	3	27.				
5 11 Ar-Ch	3_	27				
6						
7						
8						
9						
10						
11						
12						
12						

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Counselor Classroom teacher Decree 1	mployees or consultants). The second separately. Each question should are blanks. Refer to directions on the back The second separately. Each question should are blanks. Refer to directions on the back The second sec
Superintendent Counselor Classroom teacher Principal Other (specify) felm and (femiliar eligible) Page 18 Regular year Superintendent Regular year	ame and Title of the person primarily responsible for valuation of this activity. Manufacture Scheege alle and Cost elephone Number Comme Tracker take lift an playmant of the circle operated. Summer
Superintendent Counselor Classroom teacher Principal Other (specify) Relational (fall of time this activate, in number of weeks, the length of time this activate the number of manipulate school children eligible.	ame and Title of the person primarily responsible for valuation of this activity. Manufacture Scheeless all Costs elephone Number
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Regular year N+D sate the number of manipulation school children eligible	Summer
2	le for Title I programs, involved in this activity.
30 Regular year from grades 3-10	to the fire of the Grand of the time seems the
	Summer from grades
dicate the number of participants in which pre- and	post evaluation is available.
Regular year	Summer
any) See Page 5.	count for the difference between item 4 and item 5a
through Consultation with	a school teachers-regular
usits renturcharte ul	ully report of Closeron tereter
INDICATE THE AVERAGE ANDUNT OF TIME A CHIL	
Number of Periods Pri Week	Length of Instructional Period
1-2 porola / 10-61	1-2 100 pires
were the objectives of this activity? Failure to li	ist the objective will result in rejection of the

SPECIAL LES LECTIONS

OPTICAL SCHALLING SHEETS.

The optical scanning sheet most be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the puper thus THE MARKS MUST BE MADE DANK AND COMPLETE COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical schaning sheet:

1. County Co in 2	LEA Code 3	Retween Tests	f Grade (Mark only onr)	10 to Children	11 fream Prefest	12 Mean Post Yest	Estric C carli PY C = 170 yrs. 05 .31 8 th a 5	Some Growth RY 21 = 1 50 year 1 PS 255 = 395 SU 1 memb
103	001	52	03	. 03 9	021	032	028	014
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000	$\bigcirc \bigcirc \bigcirc \bigcirc$	(OO)	<u>(00)</u>	000	$\Theta \Theta \Theta$	$\bigcirc\bigcirc\bigcirc\bigcirc$	<u> </u>	$\boxed{999}$

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in very colub in items 1 through 8. Blacken the zero circle where a mober does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in day colern.
- 3. All sur ber activities will be carsed in item 5 as summer.
- If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important to firm 11 and 12 to a tool correctly. The only case where a circle would be allowed in the left hand column of items 11 and 12 would be there as a narrow containst excess 2.9.9. In all cases the right hand column will show tenths of a year.
- 6. As one of stagents in the two potters to less smould be shown in the right hand columns (1997).
- 7. Items of three to 12 and the top cotton camber of home pleted for math and reading for the results year.
- 8. Its organization of the life of the state of the complete for all other regular terms, jests, i.e. in the state of the state of the botton right to botton right to botton right.
- 9. Then return the are not for only record laters, I through 8 must be completed and the art of the first the conditional to 12 and the lotter rate hand table blank, but complete all of or a burst.



Page 3 Part 118 Instructional

8. Present objective evidence, such is quantitative summaries, courts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the bisis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Feel tree to submit such other data as may be pertinent to the evaluation of the activity.

TAPLE 3, CHAKA OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN. Name of test used: 200 Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
·				
		 		

All regular year Cl instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THEIL FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests 10 nate alove

GAINS	Pre K	к	1	2	3	1	5	ı	7	ક	9	10	11	12	TOTAL
L ++ e Growth FY C = 72 yrs. FS 21 8 Be co.				 	-										
10 00 00 00 8 400. 10 00 00 00 15 25 0 00															
1 x nm M and Growin RY 1,01 = 1,50 y s. HT 40 741															
1 151 yrs, 3 over PS 151 - 100 SU 2204 1 mos			-											-	

TABLE 5, PRIOR AND RAGE YEARLY GAINS OF SECDENIS PARTICIPATING * IN THEE FACTIVITIES Complete for regular year reading and moth only.

Formula for Figuring Prior Goinst

Prior average yearly gain Private ale equivalent scare = 1
No. c. years in school

See bank of page 5

NUMBER OF TUDE VINLY GRADE ITALE

NUMBER OF TUDE VINLY GRADE ITALE

1 10 11 12 10TAL 12 ring relain

1 10 11 12 10TAL

1 233

1 1 1 2 233

Include only those students who has both pre and post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be s to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or nathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

3.4 - ì

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SPE THE SPECIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS APE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.

Name of instructional activity evaluated in this report Assignance Carts

PROGRESS REPORT OUTLINE FOR HITLETINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

most of the Billion raised their level in sogular school.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

classroom parlicipation.

Chillen enterest raised, thereby producing better

11. Make recommendation of changes needed for this activity.

Contact with outsile to stimulate enteret in action

12. Describe any unique or innovative features of this activity.

Those attending daily whool published newspaper aller chillien ucrate aticles for proper.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OF TELLET FOR TITLL FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

I. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE LQUIV ALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or
N.I .	3.7	3.8	1
		1	

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)							
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over				
1	Omit								
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above				
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above				
4	3	3.1_& Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above				
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above				
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above				
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above				
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above				
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above				

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs
Title I, ESEA

NAME	OF	LEA 57.	1001	5 Christipa	HOLLCOUNTY	CODE	115	LEA CODE	115
TYPE	OF	PROGRAM		Neglected	<u>Delinquer</u>		(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.			number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.	, _											
		$\frac{\nu}{R}$	egular S	Scho	ool Ter	n				Sun	nme r	:	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1						
	Less Than	1			More Than	
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months	
1 day/week		3	6	12		
2 to 3 days/week						
Daily		1	2	2	_	
Othor (Speciful)						

TABLE 2

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	SHARE	REGULIR YEAR	SUMMER	UNDUPLI - CATED TOTAL		
	(1)	(2)	(3)	(4)*		
1						
2	Kindergarten					
3	Grade 1					
4	Grade 2					
5	Grade 3					
6	Grade 4	2				
7	Grade 5	2				
8	Grade 6	7				
9	Grade 7	<i>(,</i>				
10	Grade 8	Q				
11	Grade 9	ن	ļ			
12	Genda 10		ļ			
13	Grade 11					
14	Grade 12					
15	Ungraded		<u> </u>			
16	TOTAL (SUM OF 149)					

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

	11	D-	1
ACTIVITY LIST FOR PROJECT	K-6	or De	UNGR
1SocIALS TUD 1es	3	27	
2SCIENCE	3	27	
	3_	22	
3 ReadING	3	22.	
5 11 12 TH	3	22	
6			·
7			
8			
9			
10			
11			
12			

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Nam	ne of LEA 57, LOUIS Chays 71/20 Hou	County Code LEA Code
• • • • • • • • • • • • • • • • • • • •		R TITLE I INSTRUCTIONAL ACTIVITY
F	Include a progress report for EACH instructional acceptant year (RY) and summer (Su) programs should be answered for each instructional activity. Do not each page. Attach additional pages as needed.	ctivity operated according to the following outline, does reported separately. Each question should the leave blanks. Refer to directions on the back
1.	Name of the instructional activity evaluated in thi	s report ReadING (Circle On
2.	Indicate the person (s) doing this evaluation (regu	lar employees or consultants).
,	() Superintendent	
,	() Counselor	Name and Title of the person primarily responsible fevaluation of this activity.
	() Classroom teacher	min June Schwen admars 1
	() Principal	Telephone Number 381-3/cip
	(Other (specify) Q din 6-22 1 (fil	Class Norm Seacher with left ?
	Indicate, in number of weeks, the length of time the second results year. Sum O Indicate the number of non-public school children e	Summer Summer Ingible for Title I programs, involved in this activity.
	Regular year from grades	Summer from grades
5.	a. Indicate the number of participants in which pre-	and post evaluation is available.
	Regular year	Summer
•	b. How were the reviaining participants of duated?	(account for the difference between item 4 and item 5
	Many See Page 5.	and touchers regular private
	L solver Co, Whichy herere	ool deschers, signed sicility of close participated in this activity EACH MEEK
6.	INDICATE THE AREEN AND NO CETTER A	CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK
	1-2- 1, 1, 1 / 1/2/1	Length of Instructional Period
	1-5-1-201-1101	- Marie Comment
7 .	What were the obsertives of this actuaty? Follows	to list the objective will result in rejection of the cition. 240
		quaint sto lest suith differen

SPECIAL MISTRUCTIONS

OPTICAL SCANNING SHEETS.

treading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE NAME AND COMPUTIBLY COVER THE GIRCLE. The use of a dull No. 2 pencil is most effective.

Correct way to mark optical scanning sheet*

1 County (, + 2	LEA Core 3	Between Tests	7. Grade (Mark only one)	10 No Children Pist text	11 Mean Pretest	12 Mean Post Yest	E 11 & C nat! PY 0 = .70 .rs. 55 2.1 & tel # . owl & he,	Son . Transh RY .71 = 1 ho yes. BS 25m . 39m Sty 1 men 1
103 000 000 000 000 000 000 000	001 000 000 000 000 000 000 000 000	ま か の の の の の の の の	9 3 00000000000000000000000000000000000	03 9 000 000 000 000 000 000 000	0000 0000 0000 0000 0000	03 2 000 000 000 000 000 000 000 000	0	074 000 000 000 000 000 000 000
(a) (a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	000	00 00	(A) (A) (A) (A) (A) (A) (A) (A) (A) (A)	ଭଣ୍ଡ ଓଡ଼	ÖÖ 000	000 000	960	© © © © © ©

DO NOT FOLD THE OPTICAL SCANNING SPEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a no ber does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken fore than one cricle in any colum.
- 3. All summer activities will be natived in item 5 as curver.
- 4. If a test used in evaluation is not 1, ited in number 8 do not complete the optical scanning sheet.
- 5. It is extravely innertent to taite all and 12 he railed correctly. The only case where a circle would be the letter on the left aind colors of items 11 and 12 would be where a circle would be the color of 9.9. If all cases the right hand column will show tenter of a year.
- 6. Note it is followed by the first bottom to be the shown in the right hand columns $(0, -\infty)$, i.e.,
- 7. Hers 9 Cross 4-12 and the two mottos tables will be empleted for much and reading tor the region year.
- 8. It was a property to the property of the property of the condition of the botton right to the property of t
- 9. Len rately side in the forest error collitors, I through 8 must be completed and the first length of the first terms of the first better to better the bottom to be and table of miles but replete all other collitors.



8. Present objective confence, such as au intitative configures, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the active v. The tables below are minimums. Leel free to submit such other data as may be percinent to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVENT SCORES WITH GAINS SHOWN. Name of test used: # Complete this chart only where tests are used for evaluation

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
		ĺ		

· 			1000	
	•			

were pinen only worked in to ordinately with performance in Class All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENES PARTICIPATING IN TITLE LINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests + nich about

v - Regular vear - Rs - Reting Scales - Su - Sum - er (Circle Oae)							NUMBER OF STUDENTS BY GRADE LEVEL.								
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
E-11'e Growth RY 072 krs. RS 247 & Falla L'S 0 great & ting.															
87															
Mored 177 PY 1.01 1.50 yrs. N 10 - 741 1 - 705, - 3 15,															
N12 1 - 17A1 H2 1 C										*					
TOTAL															Grand Tatal

TABLE 5, PPIOR AVERSOL YEARLY GARS OF STUDENTS PARTICIPATING * IN TITLE FACILITIES Complete for regular year reading and math only

See back of page 5 No, of veirs is school NUMBER OF SUIDENIS BY GRADULIEVED TOTAL 11

1,51 & 1,00

Form , a fer Figuring Pri + Coinsi

Prese torrie engivelent score - 1

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SPECIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and interration.



Name of instructional activity evaluated in this report Roading

PROGRESS REPORT OUTLINGTOF THEFT INSERT CHONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

marjorty of children raised their reading

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

freg his dogste of enterest in reading - Reading west in realing to checking with books for reading.

11. Make recommendation of changes needed for this activity.

made terms sel usede fer hooling, Reporting on what they wool

12. Describe any unique or innovative features of this activity.

13. Include such other internation or iter a which are deemed necessary to show the effectiveness or changes resulting from the Title Lectivity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROCRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * 1.XPECTLD	DIFFERENCE + or ~
N.F.	3.7	3.8	1
	**.		
	and the same of th		,
		,	
		,	
-			
		1-0 11111111111111111111111111111111111	
			
	*		magnification and an amendment of the second shorts
	,		

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

fo be used for completing Table 5: This chart may be used in place of the formu ' for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)								
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over					
1	Omit									
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above					
3	2	2.4 & Below	.5 - 3.0	3.1 - 4.0	4.1 & Above					
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above					
5	4	3.8 & Below	3.9 ~ 5.0	5.1 - 7.0	7.1 & Above					
6	5	4.5 & Pelow	4.6 - 6.0	6.1 - 8.5	8.6 & Above					
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above					
8	7	5.9 & Below	6.0 8.0	8.111.5	11.6 & Above					
	8	· · 6.6 & Below ·	6.7 - 9.0	9.1 -13.0	13.1 & Above					

Use the above table to determine the categories in which the students fall. For example, a fifth glade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME TYPE	OF LEAST LOUIS Chris THU HOMECOUNTY CODE //S OF PROGRAM Cieglecton Delinquent (LEA CODE //.
chil serv appr scho	RUCTIONS: If your district has a home or institution dren located within the district, the page one of thi ices or instruction take place in the home or institution operate pages should be completed. If the students a ol students, only page one is necessary. OPTICAL SCA SSARY.	s form must be completed. If tion then the following re evaluated with public
PROJ	ECT DESCRIPTION	
	Indicate, in the number of weeks, the length of time operated.	Neg. or Del. activities
	Regular School Term	Summer
		<u> </u>

Indicate the number of eligible Title I children who participated $i_{\rm H}$ this Title I activity and/or service by time participated.

TABLE 1					
	Less Than		-	1	More Than
!	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Montins
1 day/week		3	6	12	
2 to 3 days/week			1		
Daily			2	2	
Other (Specify)					

TABLE 2

Title | Project Participants

le .cate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR YEAR	SUMMER	CATED TOTAL			
	(1)	(2)	(3)	(4)*			
2	Kindergarten						
3	Grade 1						
4	Grade 2						
5	Grade 3	/					
6	Grade 4	2		<u> </u>			
7	Grade 5	2					
8	Grade 6						
9	Grade 7			· 			
10	C Jde 3	Ş					
11	Grade 9	3					
12	G.ad. 10	/					
13	Grade 11		<u> </u>				
14	Grade 12		ļ	ļ			
15	Ungraded			<u> </u>			
16	TOTAL (SUM OF 1-15)		_				

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in ach activity in which they participate.

which they participates			
ACTIVITY LIST FOR PROJECT	Neg.		
	K -6	7 • 12	UNGR
1500/11/57/10/165	3	.27	
2 SCIENCE	. 3	22	
3 ReadING	3	22	
: LANGUAGE ARTS	3	22	
5M h T H	3	27	
\$			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LUCAL EDUCATIONAL A	GENCY
Name of LEA ST LOUIS Chuis 7/44 /300	1 County Code LEA Code
PROGRESS REPORT OUTLINE FO	OR TITLE I INSTRUCTIONAL ACTIVITY
Include a progress report for EACH instructional Regular year (RY) and summer (Su) programs shounds on swered for each instructional activity. Do not each page. Attach additional pages as needed	ot leave aks. Refer to directions on the back
1. Name of the instructional activity evaluated in th	ris report MATH (Circle One)
2. Indicate the person (s) doing this evaluation (reg	ular employees or consultants).
() Superintendent	
() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
() Classroom teacher	Telephone Number 381-3100 Class room Received 1610 1612 1614
() Principal	Telephone Number 381-3/00
W Other (specific) Of signal (fail	class room tereness with reft 22 week
3. Indicate, in number of weeks, the length of time t	his activity operated.
Regular year	Summer
1. Indicate the number of nonpublic-school children	eligible for Title I programs, involved in this activity.
	Summer from grades
5. a. Indicate the number of participants in which με	e and post evaluation is available.
Regular year	Summer
fanc) See Page 5. Enclustein wether a week to releace with	close tracking, regular repulif ilanom terilier
· · · · · · · · · · · · · · · · · · ·	A CHILD PARTICL PATED IN THIS ACTIVITY EACH WEEK
1-2 1.20 - 6. 1/1: 12	Longth of Instructional Period [Lill Jill north
7. What were the objectives of the activity Forlar evolution of the whities of the whitest of the white	e to list the objective will result in rejection of the

The optical scapmin's sheet rust be tarked very carefully in order to insure a correct reading by the scapmer. The machine reads through the paper thus THE MARKS MUST BE MADI. MARKS ALD Complication COMENT THE CONTRACTOR THE USE of a dull No. 2 percil is most effective. Do not use into

Correct way to mark optical scanning sheets

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DO NOT FOLD THE OPTICAL SCANNING SHEETS

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- 9. Thought the description of the control of the co





8. Present objective earlence, such as quantitative and are also charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums, I cell free to submit such other data as may be perfinent to the evaluation of the activity.

TABLE 3, CHART OF AMERICA ACHEMINENE SCORES WITH GAINS SHOWN. Name of test used: 14

Comp	no sperific ter				
Grade	Number of Students	Mean Pretest	Mean Post Test	Gain	Well Green or worked in con continuation ser feefall regular year activities must be
					be evaluated using a standardized achievement test.

TABLE 1. GAINS OF STUDENTS PARTICIPATING IN THEF HISSIRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests P 12te a force

C-Regulation R		n. Sca	les Su	- 50 1	cr (C	ircle ())		NUMI	BER O	FSTU	DLN IS	BY GI	RADL I	EVEL
GAINS	Pre K	K	1	2	3	1	5	6	7	8	9	10	11	12	TOTAL
E 11 e ur win RY 0 - 10 iss RS 24 E - 1															
4															
Mokers with RY 1 Charles years R1 during 14															
RY 131 (15, 6 (4)) RS 751 - 10.															,
LATOT													,		Grand Int

TABLE 5, PRIOR ANDREWS TEARLY GAINS OF STUDENTS PARTICIPATING * IN THEE LACTIVITIES Complete for regular year reading and math only.

Formula for Figures, Prior G. nas:

Prior ave result for Figures, Prior G. nas:

NO. of years in school

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^{*} Include only those students who had both are and past tests and are included in this area agrees.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 table. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth wrade for this student, one would still only count the four prior years of school in the formula.

SEC THE SPECIAL FARIE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCINNING SHEETS ARE MEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report	1	H
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PROGRESS REPORT OF FEMALEOR THEFT TINSERUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

Most were able to raise level in regular school. These attenderedaily more brogens was streem -

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

much more individualistical help is much. with the children, as they have much sefetime, a great deal of school during their September. There receiving such help showed more progress.

11. Make recommendation of changes needed for this activity.

Indendent tectoring

- 12. Describe any unique or innovative features of this activity.
- 13. Include such other information or items which are deemed necessar; to show the effectiveness or changes resulting tree the Title Factivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials deviced for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or
N.F.	3.7	3.8	1

The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	falli be pl	est Scores for thing into these or laced in the correst gain columns.)	etest categories esponding prior a	will .
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit				
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
(7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above
			<u></u>		1.

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

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LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs

Title I, ESEA

NAME	OF	LEAST,	Louis ChrisTI	AN JONEOUNTY CODE_	115	LEA CODE	115
TYPE	OF	PROGRAM	henlected	Delinquent		le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.		-			•		•						
		_	<u>·</u> Re	egular S	Sch	ool Teri	n				Sur	nme r	:	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1	<u></u>				
_	Less Than				More Than
	1 Month	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/weck		.3	6	12	
2 to 3 days/week					
Daily			2	2	
Other (Specify)					

TABLE 2

Title I Project Participants Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	REGULAR Year	SUMMER	UNDUPLI - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4	2		
7	Grade 5	2		
8	Grade 6	_7		
9	Grade 7	10		
10	Grade 8	8		ļ
11	Grade 9	3		
12	Grade 10			ļ
13	Grade 11		l	
14	Grade 12		<u> </u>	
15	Ungraded		İ	
16	TOTAL (SUM OF 1-19)			

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg.	or De	UNGR
ISOCIAL STULES	3	27	
2 SCIENCE	3	27	
3 Read INC	3	22	
1 LANGUAGE ARTS	3	22	
s MATH	3	22.	
6			
7			
8			
9			
10			
11			
12			

FISCAL YEAR 1974 * LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Na	me of LEAST: Levis C'12/5711/1/ He Medounty Code // LEA Code // S
	PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY
	Include a procress report for EACH instructional activity operated according to the following outline. Regular Year (RY) and summer (Su) programs should be reported separately. Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page. Attach additional pages as needed.
1.	No e of the instructional activity evaluated in this report SCIENCE (Circle One)
2.	Indicate the person (s) doing this evaluation (regular employees or consultants).
	() Superintendent Name and Title of the person primarily responsible for evaluation of this activity.
	· · · · · · · · · · · · · · · · · · ·
	() Classroom teacher () Principal () Other (specify) Act 11. 11557-1 few Classes is the teach to list of the confidence of the confidenc
	Indicate, in number of weeks, the length of time this activity operated.
	Regular year Summer
4.	Indicate the nure or of nonpublic school children eligible for Title I programs, involved in this activity. Regular year from grades 3-10 Summer from grades
5.	a. Indicate the number of participants in which pre and post evaluation is available.
	Regular year Summer
	b. How were the resummer participants evaluated (account for the difference between item 4 and item 5a if any) See Page 5. Consultation with school school timehill - regularly (22:60) achool files of (insurance terribus)
ń.	NO COTE THE ACCUSED AND NOT THE ACHIES PARTH PRATTO IN THIS ACTIVITY EACH WEEK No observed Per as Per Winds 1-2 did Accused 1-2 did Accused
	Must were the observes of this activity Parlure to list the objective will result in rejection of the evaluation. 258. Raise 200 ine land, classed, and a charge of partiel

SEECH IN THE CHOMS

CONTRAL CONTRACTOR SINEETS.

The optical scaming sheet must be tarked very carefully in order to insure a correct reading by the scimner. The tachine reads through the paper thus INE MARKS MUST BE MADE DARK AND Completely Cover TPE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use int.

Correct way to mark optical scanning meet #

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DO NOT FOLD THE OPTICAL SCANNING SHEETS

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- 7. Serve is a first of the first term of the small state. I through 8 must be completed and the first old. The first old is (r,r) if (r,r) is the first old blank, but one formula the collections.



259

8. Present shocotive extremes, such as quantitative summers a charts, table a etc., used in evaluating the instructional activity. The 80 maries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums, I cel tree to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHARLOF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN. Name of test used: 💯 Complete this chart only where tests are used for evaluation

					- 10 april news
Grade	Number of Stodents	Mean Precest	Mean Post Test	Gain	given only excelled
					given " or ly establed in Co ordination wit. Keyamance en Class All regular year room:
				-	All regular year News:
					activities must be evaluated
	_				using a standardized
	-				achievement test.
	•				

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE HASTRUCTIONAL ACTIVITIES BY CATTGORIES

Complete this table for all instructional activities.

No. of weeks between tests in mite afren

- Regular year - RS		•• _{\$} • < _C ,	5 , 51	- 51 **	· (- (()	·cle 0:	;··)	, — 	NUM	31.R O	STU	DENTS	BY G	RADE 1	JEVI I.
GAINS	Pre K	K	1	2	3	3	3	6	7	8	9	10	11	.12	TOTAL
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# * * * * * * * * * * * * * * * * * * *															
77 3 sad ser Po 75 a 100 2 a 3 a sa															
TOTAL															Grand

TABLE 5, PRIOR AVERAGE VEALEN GAINS OF STUDENTS PARTICIPATING SIN TITLE LACTIVITIES Complete for recular year realing and math only.

Mr. et ye rs in sc out from score - 1 See back of pare 5 MID TENT. TOTAL the rickells 260 1.51 3 . . .

Formula for Figuria Prior Gains:

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation pur oses. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To coemine the number of years in school for the formula exclude kind parten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPICIAL FARLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCAUNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM FABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report __SCIENC &

PROGRESS REPORT OF TENETOR HITTETINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

most of sie children showed increase in

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

East on increase of interest their performance level was raised.

11. Make recommendation of changes needed for this activity.

nese of more recentific experiments, for devet invalvement in the learning process.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effect reness or changes resulting from the Title Lactivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OF ILLNE FOR THEE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS AHIGH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who we present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT ENTIALS	POST TEST GRADE FQUIVALENT SCORE	ADL FQUIVALENT EXPECTED					
N.I.	3.7	3.8	1				

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

	of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)								
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over					
1	Omit									
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above					
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above					
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above					
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above					
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above					
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above					
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above					
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above					

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

NAME	OF	LEA 51.	LOUIS Ch	215/141	COUNTY COI	DE11.5	LEA CODE_	115
TYPE	OF	PROGRAM	Seglec	cei HUMS	elinquent	(Circ	le One)	

I. STRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	of	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.	_	•											
		<u>/_</u>	R	egular	Sch	ool Ten	n				S un	nmer		

Indicate the number of eligible Title I children w..., participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than				More Than
	1 Month	1-3 Months	4-6 Months	7-9 Morths	9 Months
1 day/week		3	4	17	
2 to 3 days/whe's					<u> </u>
Daily			2	2	
Other (Specify)					

TABLE 2

Title 1 Project Participants
Indicate the unduplicated number of children who
participated in activities by grade level.

	GRADE.	REGULAR YEAR	SUMMER	UNDUPLI + CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4	2		
7	Grade 5	.2		
8	Grada 6	7		
9	Grade 7	<u>.</u>	L	L
10	Grade 8			
11	Grade 9	3		
12	Grade 10			
13	Grade 11			ļ
14	Grade 12		ļ	
15	Ungraded	ļ		
16	TOTAL (SUM OF 1-15)	30		<u> </u>

TABLE 2A

Participants by Activities and/ar Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

which they participate.			
ACTIVITY LIST FOR PROJECT	Neg. ĸ-o	or De	1. UNGR
1 SOCIAL STUDIES	3	27	
2 SCIENCE	3	27	
3 ReADING	3	27	
1 LANGUAGO ARTS	3	27	
3 Re ADING 4 LANGUAGE ARTS 5 MATA	3	27	
6			
7			
8			
9			
10		·	
11			
12			

FISCAL YEAR 1974* LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Na	Te of LEA 51 LUGIS Chris TIAN HOM	Courty Code	115	_ LEA Code _	115
	PROGRESS REPORT OUTLINE FO	R TITLE I INSTRU	CTIONAL A	CTIVITY	
	Include a progress report for EACH instructional acregator year (RY) and summer (Su) programs should be onswered for each instructional activity. Do no of each page, Attach additional pages as needed.	d be reported separa	itely. Each qu	uestion should	
1.	Name of the instructional activity evaluated in the	s report <u>SUC/A</u>	L STUD	les (RY Su Circle One)
2.	Indicate the person (s) doing this evaluation (regular	lar employees or co	nsultants).		
	() Superintendent				
	() Counselor	Name and Title of evaluation of this	s activity.		
	() Classroom teacher	Jins June	Selucio	al ma	rad
	() Classroom teacher () Principal () Other (specify) L. Im. inst. (22)		301	? Incl	
	(Cather specials to I'm inst 124	Telephone Number	arker /x	de seels	21 man
	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)				Hum
3.	Indicate, in number of weeks, the length of time th	is activity operated	•		,
			<u> </u>	8	Summer
4.	Indicate the number of ampublic school children e	ligible for Title I pr	ograms, invo	lved in this ac	tivity.
	Regular year from grades 3-	10	Sum	mer from grad	es
5.	a. Indicate the number of participants in which pre-	and post evaluation	n is available	e.	
	Begular year				Summer
	b. How were the remaining perticipants evaluated if any) See Page 5. Englisher a Mineral of the Control of the	with sel	eval Le	welves,	regular
6.	INDICATE THE AVERAGE ANOTHER OF THE A		2012		
	Notes the Average and out of the A		D IN THIS ACT		. K
	1. 2. 1. 2. A. C. C. L.	i .	0/1/2		
7.	What were the objectives of this activity! Follure	to list the objectiv	e will result	in rejection of	the
	• •	,			202
evided by ERIC	Enrich hounded, of children Rune will of interitial st	e he exercles of the	cent a	euro Di Whis	.72~
	Mountal Mark Frank Street				

COLUMN CONTRACTORIS

.1

CPICAL SCAME SHEETS.

The optical scanning sheet rust be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DAME Also COMPLETELY COVER INF CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mirk optical scanning sheet:

1. County Code 2	LEA Code 3,	Number of Weezs detwicen Tests	7 Grade (**3rk only one)	10 No Chaldren Fishti	11, Mean Pretest	12. Mean Post fest	Ein & Growth RY C70 vrs. RS 747 & the C growth & the	Son & Strawth RY 111 = 1 to yes. RS 25th = 27t Strainth
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DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle there a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken fore than one circle in one column.
- 3. All summer activities will be marked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
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- 6. to or of allents in too to botto toble. Could be shown in the right hand columns of a marginal r.
- 7. Then O through 12 and the test tests that, will be completed for both and reading for the result, wear.
- 8. It is the constant of the c

9. Wen ratio 10 the confer of characters had attended through 8 must be completed and the better of the better space in a confer of the better right hand table blank, but confer all others lines.



Name of instructional activity eval ated in this top of Street Constitution

Page 3 Part 11B Instructional

8. Present objective evidence, such as quantitative manuaries, charts, tibles, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for diawing conclusions about student progress and the success of the activity. The tobles below ore minimums. Feel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: ### Complete this chart only where tests are used for evaluation

Ç0)	prese into charry only micre				- The rejection
Grade	Number of Students	Mean Pretest	Mean Post Fest	Gain	Wet a given contin
					Web gicen only with in Corolle such performant regulational instructional activities must
					be evaluated using a standardized achievement
					test.
	 •				

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THEF FINSTRUCTIONAL ACTIVITIES BY CATEGORILS

Complete this table for all instructional activities.

No. of weeks between tests & not about

Ry + Regular year Ris + Reting Scales Sa + Sammer (Circle Oile)								NUMBER OF STUDENTS BY GRADE LEVEL							
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Erro Growth RY 0 - 70 vts. 45 127 A none 7 6 37 vts 5 fees.											-				
7 (- 1.5) ves.															
#17 + max row #1 #17 - m = 1 = 1 = 1 yes, #13 - d = 1 = 1 = 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1															
Stont a Triatt r 1.1 v. A. A. ver PC = 100 Strative 2 m.s.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF SECDENTS PARTICIPATING . IN THE EACTIVITIES Complete for regular year reading end math only.

Formula for Figures Providences

Prior average yearly gan Provide Constructore 1

No. of years in school

No. of years in school

No. of years in school

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST PE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or nathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

 $\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HULP WITH TABLE 5.

SPECIAL CPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Name of instructional activity evaluated in this report directly of the

PROGRESS REPORT OF HENLE OR HELL LINSERF CHONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

The mayoung of children sould objective

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student, progress and the success of this activity?

They aluce on interest in the world + warled affaired. Some refused to as a favorite subject. Some

11. Make recommendation of changes needed for this activity.

mere appeared to deflicent culture.

12. Describe and unique or innovative features of this activity.

Children well he rause of their brokground have never had the opportunity to recid the places of interval in their little was fruit many news worderful theirs.

13. Include such other infor, attom or items which are deemed accessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLINE FOR TITLE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENE SCORE	NATIONAL NORM * EXPECTED	DIFFERFNCF
N.F.	3.7	3.8	1

The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



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TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just	Grade at Time of Pretest (No.of years	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)									
completed)	in school										
-		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over						
1	Omit										
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above						
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above						
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above						
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above						
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above						
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above						
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above						
9	8	· 6.6 & Below ·	6.7 - 9.0	9.1 -13.0	13.1 & Above						

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs Title I, ESEA

			LORENS STUDY		COUNTY	CODE_	LEA CODE
TYPE	UF	PROGRAM	Geplected	<u>D</u>	<u>elinquer</u>	<u>it</u>	(Circle One)

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If service, or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	jn	the	nıımber	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.					•				,				
		<u> 38</u>	R	egular	Sch	ool Ter	n		_	<u> </u>	Sun	nm'2 1	:	

Indicate the numb, τ of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/week					
Daily	5	4	11	<u> </u>	13
Other (Specify)					

TABLE 2 Title I Project Porticipants Indicate the unduplicated number of children who participated in activities by grade level.

	GRADC	REGULAR Year	SUMMER	UNDUPLI - CATID TATCT
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten	Z	5	10
3	Grade 1	12	<u>5</u> 3	12
4	Grade 2		3	3
5	Grade 3	1		
6	Grade 4	6	3	/
7	Grade 5	3		3
8	Grade 6	5	5	5
9	G -d• 7			
10	Grade 8			
1.	Grade 9			ļ
12	Grade 10			
13	Grade 11		 	<u> </u>
14	Grade 12		L	<u> </u>
15	Ungraded			
16	TOTAL JUM OF 1 18)	36	23	41

TABLE 2A Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which trev traticipate.

·			
ACTIVITY LIST FOR PROJECT	<u>%≥</u> g. *-c	or De	UNGR
161 FURE PORTS RELUCIATION	41	,	
2 RCAD, NG REMECIATION	41		
3 ARITHMETIC REHEDINTHIN	41		
4		-	
5			
6			
7			
8			
9			
10			
12			

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FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ARRUAL EVALUATION REPORT FART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO	BE	COMPL	.ETED	BY	LOCAL	EDUCA.	TIONAL	AGENCY
----	----	-------	-------	----	-------	--------	--------	--------

TO BE COMPLETED BY LOCAL EDGC		
Name of LEA LINGUISH INFORMAT	MANUACOUNTY C de _	LEA Code
	OUTLINE FOR TITLE 1 1115	
Include a progress report for EACH in Regular year (RY) and summer (Su) probe onswered for each instructional oc of each page. Attach additional page	ograms should be reported so tivity. Do not leave blanks.	eparately. Eoch question should
1. Name of the instructional activity eva	a luated in this report LANG	VAGE ARTS REPLATION RY, Su (Circle One)
2. Indicate the person (s) doing this eva	aluation (regular employees o	r consultants).
() Superintendent		
() Counselor	evaluation o	tle of the person primarily responsible for f this activity.
() Classroom teacher	HOWARD	5 Rome, DIRECTER OF STUDY House
() Principal	Telephone N	5 Rome, Director of Study House umber (314) 535-2670
(1) Other (specify) Difference CF	STUDY NOME	
3. Indicate, in number of weeks, the len	gth of time this activity oper	ated.
Regular v	rear	6 Summer
4. Indicate the number of nonpublic-scho	ool children eligible for Title	I programs, involved in this activity.
Regular year from	grades <u>K - G</u>	23 Summer from grades K-6
5. a. Indicate the number of participants		
2十年二字四 Regular	year	Summer
if any) See Page 5.78 just		of difference between item 4 and item 5a of 7 able 6 agreem before the consist to such that studied.
INDICATE THE AVEFACE AMO	UNI OF THE A CHILD PARTICE	PATED IN THIS ACTIVITY EACH WE, C
Humber of Persons Her Wer Entered day on 1 de (- com 1) do n home arteres (shafing Vi	my - 20 - 30 numericas
7. What were the objectives of this activ	vity? Failure to list the obje	ective will result in rejection of the
IC Rane volument lin	els one academia	e year and meneri The
	<i>[</i> (V

OPTICAL COLUMNICO STIETS.

The optical scannin, sheet must be tailed very carefully in order to insure a correct reading by the scanner. The macrone reads through the paper thus THE MARKS MUST BE MADE DARK NO COMPLETELY COVER HELDER OF THE use of a dull No. 2 pencil is most effective. Do not use that

Correct w. v to mark optical scanning sheet*

1. County Code ?	LEA Lode 3	Number of Acc. s.: Between Tests	7. Gradii Mark only onli)	10 for Continen	11 them	12 Mean Post Test	confidence of the confidence o	Sen & Grewith Pr 171 m 1 ru yes. PS 211 m 122 h No 1 m nin
1000	001	5 000 000 000 000	63 000 000 000 000 000	03 9 00 00 00 00 00 00 00 00 00 00	6	03 R 03 R 0000 0000 0000 0000		
000 (990) (900)	0000 0000	000 000	000	0(6) (9(4) (9(6)	000 000	000 000 000	00000 00000	0 0 0 0 0 0

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle there a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken more than one circle in any colurn.
- 3. All summer activities will be carled in iter 5 as europer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is an repely important that its a ll and 12 m arked correctly. The only case where a circle would be black and in the last hand colons of items 11 and 12 would be some a name, tade equivalent encoded 9.9. In all cases the right hand column will show tenths of a year.
- Authors of students in the two botto tables should be shorn in the right hand columns (see example).
- 7. Items) through 12 and the the letter tack will be accelered for math and reading for the regular vers.
- 8. Item a through IZ and the left hold before table will be completed for all other regular year shape to, i.e. it is to be botto, see a and ornal Studies. This is also to the contract to be better might take print, but a particular and contract.
- 9. When <u>rating scales</u> are used for or or scood atems, I through 8 must be completed and two potters but table. It is a story 9-1 and the bottom right hand table blank, but complete all other columns.



8. Present objective evidence, such as quantitative a court of charts, tables, etc., used in evaluating the instructional accounty. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Leel free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN Name of test used: METROPSECTA N Complete this chart only where tests are used for evaluation

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
Vila		3/2/2	4120 1	16 70 sty
1		1 3.8 X =	2 7 200	- 3 5 + 2
2_	<u> </u>	.2.1	2.3	. 2-
3		3.1_	3.5	. 4
4-	5	3 '3	3. 2	1
5				
4	4	4.1	4.4	, 3
·				

All .egular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

No. of weeks between tests V Main - Person dignated for Complete this table for all instructional activities.

- OT plete thi	S falle	1,00	instru	ctigital	activi	nes.			140. 01	weeks	betwee	en tests	I WILL	7 -2 750	4
Ry - Regular yeşê - Rs	- Reti	ոջ Տա	les Es	- Summ	10571(1	rele O:	1e)		NUM	BLR O	r si c	DENIS	BY GI	RADL I	EVEL
GAINS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Colowin RY O = 222 yrs. RS 14' & Henw C O man & hes.		1	2	1	1	5		3			_				13
Ar 37 Ath Ar 37 - 1 Spers. 85 25 - 52			2					1							3
Ho and Crowth Pr 1,01 - 1 50 yes. RS 46 - 74" SU 1 - 3 mos.		1	173												2
RY 151 v s. 3 over HS 75 . Thy au Atove 3 ros.		5	1					<u> </u>							6
TCTAL		1	6	1	1	5		4							24 Foral

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING 1 IN TITLE FACTIVITIES Complete for regular year reading and math only.

Protest grade equivalent score - 1 See back of page 5 Formula for Figuring Pr or Gainst Prior average yearly gain No or yours in stripol

,			MBLE	1	T	<u> </u>	i	<u> </u>	T	Γ			
/ Gars		2	,	1	5	<u></u>		:	,	10	11	12	TOTAL
70 , 4.					<u> </u>			<u> </u>	 				
7 - 1 56	$[\times]$								<u> </u>				
. 1 0%	1												
1.5 over								ĺ					
- A (Grand Late

Include only those st dents who had both pie oud post tests and are included in this evaluation.

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Fitle I official for copies and information.



Not e of instructional activity evaluated in this report LANGUAGE

PROGRESS REPORT OUTLINE FOR TITLE FINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached Objectives reached, on the owings, for will activity reached the children by grades.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

There seems to an almost own split between the upper and I wer grades The objections were realed or exceeded considerably in the Rdy and first grade - coursing the over-all average to be good. However, sain were slight in grades 2-6.

years and reflect the nature of the children me get. 11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and 1tcm 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to neet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staft and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the fitle _ activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRES REPORT OF HENE FOR TITLE FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF SECDENCES WHICH DID NOT RECEIVE POST FEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADI, LQUIVALENT SCORE	NATIONAL NORM * EXPLCTED	DIFFERENCE + or -
N.I .	3.7	3.8	1
H.S.	<u> </u>		177LG
<u>R</u> C	19 90	 	naccio
<u> </u>	9490		Sime
T.C.	i	1-1/-	LITTEE LITTEE
0.4	3.7	J	4,776
C.W	4 3		
<u> </u>			

* The National Form is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusion, regarding student progress as shown by the above data.

Y leave chief and like the land have fore that seems becomes they were let destabled be be theted when commences—on two majorities. I would have been proposed to be shown to be show. Natural norms would seem to be meaningless?



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (So.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)									
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over						
1.	Omit .										
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above						
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above						
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above						
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above						
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above						
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above						
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above						
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above						
	L1				•						

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71-1.00 category.



FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Nar	ne of LEA CHILP IN'S STUDY HOME (County Code LEA Code
	PROGRESS REPORT OUTLINE FOR	TITLE I INSTRUCTIONAL ACTIVITY
	Include a progress report for EACH is, tructional ac Regular year (RY) and same er (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	he reported separately. Each question should
۱.	Name of the instructional activity evaluated in this	report RCADING REMEDIATION RY, Su (Circle One)
2.	Indicate the person (s) doing this evaluation (regul	ar employees or consultants).
	() Superintendent	Name and Taths of the names asimpolar agreemble for
	() Counselor	Name and Title of the person primarily responsible for evaluation of this activity.
	() Classroom teacher	HOWARD S RODE, DIRECTOR OF STUDY HOME
	() Principal	Telephone Number (3)4) 535-2-670
	(1) Other (specific) O. Rock S. M. STUDY	111.46
3.	Indicate, in number of weeks, the length of time thi	s activity operated.
	Regular vear	
	_	mable for Title I programs, involved in this activity.
		6 23 Summer from grades K-6
5.	a. Indicate the number of participants in which pre-	and post evaluation is available.
	24 Regular year	Summer
	b. How sees the remaining orienparts evaluated if am.) See Page 5. I post that only 3 pre that such	(account for the difference between item 4 and item 5a) - ree till 6 - left gragien lafor their cavil to tested - last than a mostly
١.	MOTOATE THE AVERVIOLAN INT OF THE A	CH., 1 PAGE CEPATED BY THIS ACTIVITY EACH WEE.
		Length of Instructional Period 20-30 munition

The of "citils - up.

Concat Continue Sheets.

The optical scanning sheet must be marked very carefully in order to insure a correct reading by the scanner. The machine reads through the paper thus THE MARKS MUST BE MADE DARK AND COMPLETELY COVER THE CIRCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet:

1 County Code 3	LEA Code 3	Number of Vice 5 Between Tests	7 Grade (Mark only one)	10 No Children Post text	11. Mean Pretest	12. Mean Dost Test	Cost Girach EY Co. 170 yes, EC 151 8 18 ca Cy cwith 8 tea,	Sch & Growth RY 1,71 = 1 90 year 1 RS 217 = 375 St. 1 m cth
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000	<u>006</u>	00	00	<u> </u>	000	000	ଉତ୍ତ	<u>@</u>

DO NOT FOLD THE OPTICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in every column in items 1 through 8. Blacken the zero circle where a number does not appear in items 1, 2, 3 & 7. The machine discards the sheet of this is not done.
- 2. Do not black nomer than one circle in any column.
- 3. All summer activities will be carked in item 5 as summer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that items 11 and 12 be marked correctly. The only case where a circle would be marked out the left hand column of items 11 and 12 would be there as an grade equivalent encoused 9.9. In all cases the right hand column will show tenths of a year.
- 6. Su sers of students in to two rotte tiple, should be shown in the right hand columns (see example).
- 7. Items 9 that in 12 and the two bottos tables will be completed for much and reading for the regular year.
- 8. Items 9 terroris 12 (2) the petrologic motion to be all be completed for all other regular year sociects, ... La product to the petrologic of Social Studies, which is also true for the petrologic of the petrologic of the better right table blank, by complete all one reclient.
- 9. Then rating scales are used for so or school its so I through 8 must be completed and the bottom left table. Leave itsis 9.12 and the bottom right hand table blank, but complete all other columns.



8. Present object they have, such as qualitatives such it had not, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student propress and the success of the activity. The tables below are minimums. Led free to submit such other data as may be pertinent to the evaluation of the activity.

TABLE 3, CHARLOF AVERAGE ACHIEVENESS SCORES WITH GAINS SHOWN Name of test used MCTREPS ITAN

Complete this chart only where tests are used for evaluation

Grade	Number of Students		Mean Post Test	Gain .
Kda		517 15	46 % do	45/2
خ مودر <u>ا</u>		7.6 3	1 1 1276	1.6 +
2	55	1. 4	3.6	, 7
3	1	1. 9	2.6	.7
4	5	3.1	34	, 3
5			•	
6	4	3.8	4.5	.7

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THEE FINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests Vinid Suns

Rv - Regular voar - Re	v - Regular veat Rs Roting Scarcy, Su - Survey (Circle One)										NUMBER OF STUDENTS BY GRADE LEVEL						
GA'45	Pre K	к	1	2	3	4	5	6	7	8	9	10	111	12	TOTAL		
Em = Grown PY 0 = 70 yrs RS 217 & fm nn S y nr a fm .		1	3	}	١	3		1							10		
						2		2			i				4		
Wa co (3) 2: Ar (3) = 1 51 yes. RS 4 1 = 7 55 (3) T (3) = 3 3.		2	J					!	-						5		
HY dis side a RO TO Above 3 miles		4-	i												5		
TOTAL		7	6	1	1	5		4							24 Grand Total		

TABLE, *, PLIOR AVERAGE VENELY GAINS OF STUDENTS PARTICIPATING * IN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula fer Figuring fir or Gains:

Private age yearly goin Perest gradients of character 1 Sue back of page 5

NUMBER OF STUDENTS BY GOVERNAL.													
15.75	,	i	,	1	٢	,	,	,	7	15	11	12	TOTAL
5 ,7% ,+s.	一人			5		3					<u> </u>		10
.7 - 1 -7	X					1							
5 . 1 15													
N/11 8 17	$ \times $												
TOTAL		1	1	Ś	, agricultura de estadores de estadores de estadores de estadores de estadores de estadores de estadores de es	4							,\

286

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MST WE USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE ON THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCAUNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Nor e of instructional activity evaluated in this report Merding Remulection

PROGRESS REPORT OF HEIST FOR THEFT THNSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached On the ownerse achievement bruels never regard in academic year and the rate of "catch-up" was increased. Objections reached.

10. Based confidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

prodes and the yeary chicken when their ematerial gradiens are also more easily trialed. He "aplit" reems due to the nature of the chicken in the perogram.

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

B. Include such other information or items which are deemed in cessary to show the effect veness or changes resulting from the Title I activity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- Il. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OF THE FOR THEF FINSTRUCTIONAL ACTIVITY CONFINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE FQUIVALENT SCORE	NATIONAL NORM * EXPLCTED	DIFFERENCE + or -
N.I. H.S	3.T) S	3.8	1 Jitle
2 C	9472 Jr 9472 Jo	n A	Minbel Somi
7.6), 9), 5		Pute
C. W	2.6 4.3		BUCO

· The National norm is from the test maintal and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

There chicken the rest home pre Text secres because they were be disturbed or too registered to be lessed ufor ediments.

Si much it is then y weren, to be close Natural survey and issent be be of while water.

TABLE FOR FIGURING PRIOR AVEPAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

	Grade at time of Posttest (Grade just completed)	Grade at lime of Pretest (Ko.of years in school	falli be pl	ing into these pro	e categories (stue etest categories o esponding prior a	will
-			.0 · .70	1.51 & Over		
	1	Omit				
	2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
	3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
	4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
	5	4 .	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
	6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
	. 7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
	8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above
	9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



F SCAL YEAR 19 1 LOCAL EDUCATIONAL AGENCY ARRUAL EVALUATION REPORT PART II + B

Page 2 Instructional

Evaluation of Title I Pro ects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LFA C HICORCA'S STUDY HASE	County Code LEA Code
PROGRESS REPORT OUTLINE FO	R TITLE I INSTRUCTIONAL ACTIVITY
Include a process report for EACH instructional a Regular year (RY) and summer (Su) programs sloud be unswered for each instructional activity. Do not of each page. Attach additional pages as needed.	of leave blank Refer to directions on the back
1. Name of the instructional activity evaluated in the	s report ARITHMETIC REMETIATION RYTSU (Circle One)
2. Indicate the person (s) doing this evaluation (requ	lar employees or consultants).
() Superintendent () Counselor () Classroom teacher () Principal (✓ Other (speed) <u>Principal of Core 57.29</u> 3. Indicate, in number of weeks, the length of time the Regular year	us activity operated. 6 Summer
4. It dicate the number of adaption school children of Regular year from grades K-	ligible for Title I programs, involved in this activity. L 23 Summer from grades K-6
5. a. Indicate the number of participants in which pro	and post evaluation is available. Summer
if any) See Page 5. 7 per lest owing is for lest owing	Coccount for the difference Letween stem 4 and stem 5a - ce told 6 Lift perpendicular they was between to the construction of
	CHILD PARTICIPATED IN THIS ACTIVITY EACH WORK
No fee of Persons Persons of the second of t	Cara 26-76 - 200 - 600
T. What was the state of the st	292

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Culus Sandon Co Siling S.

The optical Section Sections be paried very carefully in order to insure a correct reading by the seamer. The machine reads through the paper thus THE MARKS MUST BE MADE DO NOT COVER THE CERCLE. The use of a dull No. 2 pencil is most effective. Do not use ink.

Correct way to mark optical scanning sheet;

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DO NOT FOLD THE OFFICAL SCANNING SHEETS

- 1. Be sure that one circle is blackened in overvicolum in items 1 through 8. Blacken the zero circle where a weber does not appear in items 1, 2, 3 & 7. The machine discards the sheet if this is not done.
- 2. Do not blacken fore than one circle in any column.
- 3. All supper activities will be rigled in item 5 as sur er.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely important that item 11 of 12 to a field correctly. The only case where a circle would be back oned in the left hand column of item 11 and 12 would be smalled and rife quest at each of 1.9. In all cases the right hand column will show to the circle year.
- 6. Such that states in C to bottomatically should be shown in the right hand columns for example.
- (c) Ite 9 to 1 = 1.25 and the topolitic raphy will be completed for mith and reading to the resultance are.
- 8. Its ferror is the alternative of the fill the complete total alternative of the fill the complete total and the fill the fill to the fi
- 9. Pack refer to the are the for our eresthool ato a, I thrown 8 mm to be completed 293 and the efficient off the control of the formal table bloom, but complete all other column.



8. Prese reducering the en such as in strative sums or sign arts, tables, etc., used in evaluating the instructional activity, the summaries, etc. should show the basis for drawing co-clusions about student progress and the success of the acreatic. The tables below ere minimums. Ecel free to submit such other date as may be pertinent to the evaluation of the activity.

TABLE 3, CHART OF AVERAGE ACHIEVE WENT CORES WITH GAINS SHOWN Name of test used. METROPOLITAN Complete this chart only where tests are used for evaluation

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
K			567: Le	1877
			1 in Justin	1.2-1
2	<u> </u>	1.7	2.5	. 5
3	<u> </u>	1.6	7.0	,4
ut	5	3.1	3.6	.5
5		 		
6	44	4.1	4.6	, 5
		-		

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 3, GAINS OF STUDEN IS PARTICIPALISED. THEF EINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests __

ec pre e n															
Rv - Remain tear - Rs	- Rati		ns 5.	- 54 **	(rele O)		NUM	DER O	F STU	DENTS	BY GI	RADE	.EVEL
GAINS	Pre K	ĸ	1	2	3	-1	5	6	7	8	,	10	11	12	TOTAL
41 0 - 10 ms. 91 0 - 10 ms. 91 13 8 m n		1	3		1	2-	2								CI
			l	1		2	1								5
05 20 75		1	2				1								4.
4 12 - 12 5 1 2 - 12 5 1 2 - 1 5 5 1 2		5	Ì			1									7
ICTAL		-1	7	Ì	1	5	4								25

TABLES, PRIOR AVERAGE AGAINST CARS OF STUDENTS PARTICIPATINGS IN TITLL FACTIVITIES Complete for incular year residing and math only.

Formula for Figuring Prior Gair st

Pringrange yearly con Prefest winder walert some -1 See back of pare 5

SUMMOR STOP STOPS GOVERNMENT												
F + 3 - 44		,		.1				_	3	١.	 ١	JA 707
(//	1	1	· 5		3						10
						1						
^ =1 ^	/											
1118 -	X											
1,140			1	5		4						11.

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where for i sion has been granted. Otherwise, the tables show the average of a hieronest scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BY USIND FOR AUL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a ratio; scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lover right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or ratheratics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. The in the number of four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SECTION OF CLASS OF THE DACK OF LACE 5 FOR FELL WITH TABLE 5.

SPICAL COTION SCAUNING COLUTS AND MITTORD FOR REPORTING INFORMATION FROM TAXING 3, 4, and 5. See the public school little 1 official for copies and and restron.



Name of instructional activity evaluated in this report ...

PROGRESS REPORT OF THAT FOR THEFT INSTRUCTIONAL ACTIVITY - Continued

- 9. To what do grow were to objectives of this activity reached? On the onerge achievement louds made and cut academic year and the rate of "catch-up" was mirrord. Objectives reached.
- 10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student and the yeary duiter when their instead froblems are also more users trialed. Her split seems due to the realistic mature of the children in the program. progress and the success of this activity?

- 11. Make recommendation of changes needed for this activity.
- 12. Describe any unique or innovative features of this activity.
- 13. Include so most or reformation or items which are deeded necessary to show the effectiveness or changes resulting from the Title Lacticity. Attach as necessary.



INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information that be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reach dathe objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to seet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and I tem 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



1. Conglete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress was be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INFHALS	POST TEST GRADE I (MIVALENT SCORF	NATIONAL NORM * EXPLCTED	DIFFERENCE + or -
NJ.	}	3,8	l
H 2	1.4	1	Intil me
RP	999.:1.		Muliz "
DE	4976		<u> </u>
7 -	<u></u>		¥
<u> </u>	1.1		Pale '
- 0 (1 - C-W	4,5		1.0 (, "
(- <i>W</i>			1.0

* The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

There children de meil have fine the forms because they were total after arbitraries.

There children de meil have fine the besterd after arbitraries.

I must set the them knows to be also Milliand recommends are to be affected after a first in some of the second secon



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

	1				
Grade at time of Posttest (Grade just completed)	Grade at lime of Pretest (No.of years in school	falli be pl	est Scores for the ing into these pre laced in the corrests g in columns.)	etest categories esponding prior a	will
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over
1	Omit	1			
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above
8	7	5.9 & Bclow	6.0 - 8.0	8.1 -11.5	11.6 & Above
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above
					·

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YLAR 1974 PART II C For Neelected and Delinquent Programs

LOL	negrettee and	DE.	rrudaeur	rtogram
	fitle	Ι,	ESEA	

NAME	OF	LEAFAA	e MintraeCh	Wice COUNTY CODE	115	LEA CODE	115
TYPE	OF	PROGRAM	Gurlected,	Delinquent	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οť	Lime	Neg.	or	Del.	activities
	operated.									7				
		_	R	egular S	Sch	ool Terr	n			WK	<u>ئے.</u> Sur	nmer	•	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE	Less Than 1 Month	1-3 Nonths	4-6 Months	7-9 Months	More Than 9 Months
1 day/week					
2 to 3 days/weak					
Daily		14			
Other (Specify)					_

TABLE 2

Title I Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	PEGULAR Year	SUMMER	CHOUPLI- CATED TOTAL
3,2,2,2	(1)	(2)	(3)	(A)*
1				
2	Kindergarten			
3	Grade 1			
4.	Grade 2		<u>.,</u>	<u> </u>
5	Grade 3		3	
6	Grade 4		1.5	L
7	Grade 5		.,,	
8	Grade 6			<u></u>
9	Grade 7			
10	Grade 8			
11	Grada 9			
12	2 2 10	<u> </u>		
13	Grade 11	<u></u>	<u> </u>	
14	Grade 12			
15	Urgraded			
16	TOTAL I SUM OF 1 451		14	<u></u>

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

which they participate.			
ACTIVITY LIST FOR PROJECT	Neg.	or De	1
	к-6	7 - 12	UNGR
1 Reading	14	٠	
2 Language Art	14		
1 Reading 2 Language Art	14		
4			
5			
6			
7			
8			
9			
10			
11			
12			

I is not nocessarily an added total of calumns 2 and 3. t appearing in both columns 2 and 3 would appear only 1 In column 4.

300

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II = B

Page 2 Instructional

Evaluation of Title | Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Na	ome of LEA Mine Watere Children	is Home 115 LEA Code 115
	PROGRESS REPORT OUTLINE FOR	
	Include a progress report for EACH instructional active Regular year (RY) and surviver (Su) programs should be answered for each instructional activity. Do not of each page. Attach additional pages as needed.	be reported separately. Each question should
1.	Name of the instructional activity evaluated in this	report Language Arts RY, Su (Circle One)
2.	Indicate the person (s) doing this evaluation (regula	r employees or consultants).
	() Superintendent	Name and Title of the person primarily responsible for
	() Counselor	Rosalyn E. Hangock > Classicom
	Classroom teacher 5	Rosalyn E. Hangerk - Classicem Sindre Meere Truckers
	() Principal (Telephone Number 997-2403
	Indicate, in number of weeks, the length of time this Regular year Fidicate the religion of nonpublicaschool children eligi	Weeks summer
ન.	Regular year from grades	14
5.	a. Indicate the number of participants in which pre-t	and post evaluation is available.
	Regular year	Summer
,	if any) See Page 5. Such to the second	(account for the difference between item 4 and item 5a さいだいがら、NVCCC - アドール Account つった まちんか ロー・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・
b.	THOTOLITE THE ALFRA T AND INT OF THE A C	PARTICIPATED IN THIS ACTIVITY EACH WEEK
	Special Person Specials	Longth of Instructional Period SWINGE COLLY
7.	What care the characterist of the activity 2 Failure t	o list the objective will result in rejection of the 301

in the same of the

CPICAL CRATERIO STREETS

The optical scanning sheet cust be narred very carefully in order to insure a correct reading by the scanner. The machine reads through the paper than THE MARKS MUST BE MADE DAKE AND COMMENTAL CORRECTION has use of a CHI Mc. 2 pencil is most effective. Do not use tak.

Correct way to mark optical scanning sheet;

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EO NOT FOLD THE OPTICAL SCALNING SHEFTS

- 1. We sure that one circle is blackened in every color, in items 1 through 8. Blacken the zero circle where a notice does not a pear in items 1, 2, 3 & 7. The machine discards the sheet in this is not done.
- 2. Do not blacken more than one circle in any column.
- 3. All summer activities will to married in ite (5 as suprer.
- 4. If a test used in evaluation is not listed in number 8 do not complete the optical scanning sheet.
- 5. It is extremely inportant that ite is 11 and 12 be surfed connectly. The only case where a circle would a brack make a the left of nd of the or items 11 and 12 would be wrete in some or we contivalent on a 2-10.9. The all cases the right hand column will show tentus or a year.
- 6. Air season students in the too botton to 100 miles of the contract the right hand columns (George 1916).
- 7. Item 9 to read 12 and the toposity of the control of the connected for math and reading for the regular var.
- The first of the state of the s
- 9. When the scale are used for some constants. I through 8 cost be completed and the site of the first cost. Teach its 9-12 or the notion right hand table blank. But complete illustrate days.



8. Present objective eventually, the substitutive substances, and totalles, erc., used in evaluating the instructional activity. The substances, etc. should show the lasts for drawing conclusions about student progress and the success of the activity. The totales below are minimums. Leel free to submit such other data as may be pertinent to the confunction of the activity.

TABLE 3. CHART OF ANTRAGE ACHIEVEMENT SCORES WITH GAINS SHOWN. Name of test used: Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
		•	j	ĺ
			1	
	i			1

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN THE ETINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of works between tests

Complete till	s fabil	e ter al	1 1550	ic1ional	activi	nes.			NO. 01	weeks	betwee	n testi	·		
R Regular vear - Re	- R a	na Sca	161 Y	1 - 54"	1: ((rele O	14.7	··· -	. N. V.	61.K ()	rsic.	or NL	JY G	RADE I	EVIL
GA'NS	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
				12	4	:	1	1							10
							;	1							4
1															
15 1 1 1 (1700) 11 2 4 5 5 7 6 1 6 1 FD 75 - 177 SU 7 20 7 7 7 7															
TOTAL															Gland Total

TABLE 5, PRIOR ANDRAGE YEARTY JAIN OF SECDENTS PARTICIPATEGES IN THE LEACTIVITIES Complete for re-alor year reading and moth only.

Formula for Finance Prior Goinst

Price was an early gain Decrease to explore score at See Ba. of page 5

NOW TROUGHT CONTRACTOR									
: · .,					12 10TAL				
1 - 70 - 5.									
,* ;									
, C	1.2								
, C & 5, 60	X								
* ***!					Crost to				

INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST OF USED FOR ALL ACTIVITIES EVALUATED USING THIS FORM.

The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

3.4 - 1

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHEETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



Norte of instructional activity evaluated in this report Language Arts

PROGRESS REPORT OUTLINE FOR TITLE FINSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached?

Most of the lighting were reached to some degree.

Most of the dutinto showed some progress, except

for the duting without main weaknesses were due to

vocak lidening oxills, the lack of following directions, and

il court aways latter

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

Mist of the tulents seemed to profit from the injuries art setutions planned. Practice and drill exercises, and language arts games nelved. Most of the students reem. I is especially enjoyed using the newspapers and massives in withing out netures and then developing after the students and then developing are to see to see the students deficulties were careless in the first and interest deficulties were careless in the first and interest difficulties were careless in the first and interest are first and contains and interest are formed and interest and afficulties were

the leaves with the regular classian teacher might to helpin in indirect the chidis needs, experiences and interests in language stills.

12. Describe any unique or immorative features of this activity.

Tield hips the permitted in inguisines, newspapers, telephone

1. I am and order conday. Included improve and

1. I am and order conday. Included improve and

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13. Technide such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.

resulting from the Fille Lactivity. Attach as necessary.

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INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to reet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and a ministration has had regarding activities carried on through the project period.
 - 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
 - 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OUTLING FOR THEF TIMSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Conglete the table below showing students who were present for a post test but do not have a pre-test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INITIALS	POST TEST GRADE EQUIVALENT SCORE	NATIONAL NORM * EXPLCTED	DIFFERENCE + or -
N.I.	3.7	3.8	1

^{*} The National norm is from the test manual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.



TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)								
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over					
1.	Omit									
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above					
3	2	2.4 & Below	2.5 - 3.0	3 1 - 4.0	4.1 & Above					
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above					
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above					
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above					
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above					
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above					
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above					

Use the above table to determine the categories is which the students fall. For example, a fifth grade student with a pretest score a 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C For Neglected and Delinquent Programs

For Neglected and Delinquent Programs
Title I, ESEA

NAME	OF	LEA F	NN.	e	Malone C	hlairencounty code_	115	LEA CODE	115
TYPE	OF	PROGRA	M -	-	Neglected	Delinquent	(Circ	le One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	of	time	Neg.	or	Del.	activities
	operated.							1	7	١.				
			Re	egular S	Sch	ool Terr	n	,	/	WK:	S. Sun	nme 1	•	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than			1	More Than
	1 Month_	1-3 Months	4-6 Months	7-9 Months	9 Months
1 day/week					
2 to 3 days/week					
Daily)4			
Other (Specify)					

TABLE 2

Title I Project Participants
Indicate the unduplicated number of children who
participated in activities by grade level.

	◆ GRADE	REGULAR VEAR	SUMMER	UMOUPLI - CATED TGTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten			
3	Grade 1			
4	Grade 2		مدن .	
5	Grade 3		3	
6	Grade 4		-:5-	
7	Grade 5			
8	Grade 6			
9	Grade 7			
10	Grade 8		 _	
11	Grade 9			
12	Grade 10		<u> </u>	<u> </u>
13	Grade 11	Ļ	ļ	!
14	Grade 12		ļ	<u> </u>
15	Ungraded			ļ · · · -
16	TOTAL (SUM OF THE		14	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity is which they participate.

waten diey participates			
ACTIVITY LIST FOR PROJECT	Hez.	or De	1
	K-6	7-12	UNGR
1 Reading	14	,	
2 Language Arts	14		
1 Reading 2 Language Arts 3 Math	14		
4			
5			
7			
8			
9			
10		·	
17			
12			

FISCAL YEAR 1974 LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT PART II - B

Page 2 Instructional

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

	PROGRESS REPORT OUTLINE FO	OR TITLE I INSTRUCTIONAL ACT	IVITY
	Include a progress report for EACH instructional a Regular year (RY) and submer (Su) programs shoul be answered for each instructional activity. Do no of each page. Attach additional pages as needed.	ld he reported separately. Each que of leave blanks. Refer to direction	stion should
1.	Name of the instructional activity evaluated in thi	is report Math	(Circle One)
2.	Indicate the person (s) doing this evaluation (regu	lar employees or consultants).	
	() Superintendent	Nome and Title of the person pr	contaily responsible for
	() Counselor Classroom teacher	evaluation of this activity. Rosaly A E. Hanere Sin to Morre Nis. Hanere El Mrs. Morre 997- Telephone Number	k Class room Teachers
	() Principal () Other (specify)	Mrs. Morro 977- Telephone Number	2403
3.	Indicate, in number of weeks, the length of time the		cks Summer
	Ladicate the number of rempublic school children c		
4.	Regular year from grades		
		/ i/ Summ	
	Regular year from grades	/ i/ Summ	
5.	Regular year from prodes a. Indicate the number of participants in which pre Regular year b. Ho. were the remaining participants evaluated? If any) See Page 5. Since I he If any I for is any implication of the product of the p	Summer and post evaluation is available.	er from grades <u>2nd</u> -loth Summer
	Regular year from prodes a. Indicate the number of participants in which pre Regular year b. Ho. were the remaining participants evaluated? If any) See Page 5. Since I he If any I for is any implication of the product of the p	Summer and post evaluation is available. Functional for the difference between Studentia Were- Continued for the continued for the Conti	Summer Summer Summer on item 4 and itega 5a in Scinning swere made if CSS in Skills crage in.

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- 1. Be sare that one circle is blarened in every column in items 1 through 8. Blacken the zero circle where a number doe, not appear in items 1, 2, 3 & 7. The machine discirds the sheet if this is not cone.
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8. Present objective explence, so the is quantitative to maries, the tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for leaving conclusions about student process and the success of the activity. The tables below are minimums. Leel free to submit such other data as may be perminent to the evaluation of the activity.

LABLE 3, CHARL OF AVERAGE ACHIEVEMENT SUCCESSATING MANS SHOWN Nome of test used:

Complete this chart only where tests are used for evaluation.

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE TINSTRUCTIONAL ACTIVITIES BY CATEGORIUS

Complete this table for all instructional activities.

No. of weeks between tests _

Ry - Resular year - Rs							1(*)		NEW	H R O	r stu	DLNTS	BY G	RADE I	EVEL
GAUS	Pre	K	1	2	3	4	5	6	7	3	9	10	11	12	TOTAL
75 14 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1				/	/	3		1							62
*******				1	2.	2	2	1							8
66 100 - 050 yes.															
61 1 10 000 61 1 100 01 100 000															
1017.															Crarks Total

TABLE 5, PRIOR AVERAGE YEARLY GARAGE. I. DEALS PARTICIPATING IN TITLE LACTIVITIES Complete for regular year reading and math only.

Formula for Figuring Price Gains:

Processing perely gain Process and an avalent reces 1 See back of page 5

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MTST BE USID FOR ALL ACTIVITIES EVALUATED USING THIS FORM. The standard indicated in the left hand column of gains should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kindergarten and include only those years of school which were involved prior to the pre test. For example, a fifth grade student in fiscal year 1974 had a pre test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$\frac{3.4 - 1}{4}$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SEE THE SPECIAL TABLE OF THE BACK OF PAGE 5 FOR HELP WITH TABLE 5.

SPECIAL OPTICAL SCANNING SHLETS ARE NEEDED FOR REPORTING INFORMATION FROM TABLES 3, 4, and 5. See the public school Title I official for copies and information.



9. To what degree were the objectives of this activity reached?

Most on the statents made substantial progress. Their main weaknesses were mainly due to their lacks of understanding and practicing the arithmetic princesses of carrying and borrowing with the fundamental operations of goin on, edition, welfiglication, division), the Terroring it imple basic facts, and mach reasoning.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student

progress and the success of this activity?

Improvement in the children's progress was bassein in students opportunity to discourt sending for incompensation of the dending of the delication, and understanding of the problems in problems interested for incompensation and the manufaction processes, the manufaction ships which provided for individual progress in made Harning and reasoning

11. Make recommendation of changes needed for this activity.

Discussion with the regulary school teacher of the child is helpful for the summer tuter-teacher to learn more about the students strengthe and weaknesses in Mathinis interests

12. Describe any unique or innovative features of this activity,

Robbina moth problems to the children's personnel conference sometated interest and hotion of brocking a math atmosphere in I the such other internation or the subject are deemed necessary to show the effectiveness or changes resulting from the Title Lactivity. Attach as necessary.

int one of the made especially by both continued in extraording or well in presidence inter-314 ests, Execused to Flack counting morn or conds ERICAICH os the relinting etids and backs were help

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 provide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
- 11. Make recommendations of changes needed in this activity. Recompendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here night be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



PROGRESS REPORT OF THIS FOR THESE EINSTPLCHONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below showing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDEN I INITIALS	POST TEST GRADE I QUIVALENT SCORE	NATIONAL NORM * EXPLCTED	DIFFERENCE + or -
\.1 .	3.7	3.8	1

^{*} The National norm is from the test manual and is dependent upon the time of year the test is given.



^{2.} Please draw conclusions regarding student progress as shown by the above data.

TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at tire of PostLest (Grade just completed)	Grade at lime of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)									
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over						
1	Omit										
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above						
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above						
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above						
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above						
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above						
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above						
8	7	5,9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above						
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above						

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.



LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT FISCAL YEAR 1974 PART II C

For Neglected and Delinquent Programs
Title I. ESEA

NAME C	OF I	LEA Tinne	Malone Chlor	ENS TOUNTY CODE	115 LEA CO	DDE 115
TYPE C	OF E	PROGRAM	Neglected)	Delinquent	(Circle One)	

INSTRUCTIONS: If your district has a home or institution for neglected or delinquent children located within the district, the page one of this form must be completed. If services or instruction take place in the home or institution then the following appropriate pages should be completed. If the students are evaluated with public school students, only page one is necessary. OPTICAL SCANNING SHEETS ARE NOT NECESSARY.

PROJECT DESCRIPTION

1.	Indicate,	in	the	number	οf	weeks,	the	length	οf	time	Neg.	or	Del.	activities
	operated.									7				
				egular S	ch	ool Ter	n			<u>:/</u>	Sur	nme r	•	

Indicate the number of eligible Title I children who participated in this Title I activity and/or service by time participated.

TABLE 1					
	Less Than 1 Month	1-3 Months	4-6 Months	7-9 Months	More Than 9 Months
1 day/week	1 Hollen	1 3	4 0 Hollens	7 7 11011 6113	7 1.01.01.13
2 to 3 days/week					
Daily		14			
Other (Specify)		_]		

TABLE 2

Title | Project Participants

Indicate the unduplicated number of children who participated in activities by grade level.

	GRADE	RLEULAN Year	SUMMER	UNDU PLI - CATED TOTAL
	(1)	(2)	(3)	(4)*
1				
2	Kindergarten	<u> </u>		
3	Grade 1	<u> </u>		
4	Grade 2		<i>(2)</i> .	
5	Grade 3			
6	Grada 4		\bigcirc	
7	Grade 5			
8	0.040 6	Ĺ		
9	Grade 7			<u> </u>
10	Grade 8		<u></u>	
11	Grade 9			
12	Grade 10		l	
13	Grade 11	<u> </u>	l	
14	Grade 12	<u> </u>		
15	Ungendød.		İ	
16	TOTAL (SUM OF 1-15)	<u> </u>	14	

TABLE 2A

Participants by Activities and/or Services

List Activities in left column. Show student participation on right (number of students). Show students in each activity in which they participate.

ACTIVITY LIST FOR PROJECT	Neg or Del.						
Į i	K-6	7 - 12	UNGR				
1 Kearling	14	,					
2 Language Arts	14						
1 Reading 2 Language Arts 3 Math	14						
4							
5							
6							
7							
8							
9							
10							
11			,				
12							

FISCAL YEAR 1974 LGOTT EBHRAY FORAL AGENRY ROYAL TYREBARROL DEFORT PARTOL - B

Pegr 2 Eistivetionni

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

U	RE COMPLETED BY LOCAL EDUCATIONAL ACT	,
٠.٠	GO OF LEA Annie Malone Children	45 Home 115 LEA Code 115
	PROGRESS REPORT OUTLINE FOR	TITLE I INSTRUCTIONAL ACTIVITY
	Include a progress report for EACH instructional ac Regular year (RY) and summer (Su) programs should be answered for each instructional activity. Do not af each page. Attach additional pages as needed.	he reported separately. Each question should
١.	Name of the instructional activity evaluated in this	report Reading RY (Su (Circle One)
	Indicate the person (s) doing this evaluation (regula	
	() Superintendent	Name and Title of the person primarily responsible for
	() Court	14 15 1 1015 25 111
	Classroop teacher	Rosalm E Hancock Classroom Sandra Moore Teachers Miss Hancock EV 36694 Mrs. Moore 997-2403
	() Principe'	7/10/3/14/5/5/5/5/5/5/5/5/5/5/5/5/5/5/5/5/5/5/
	() Other (specify)	
3,	Indicate, in number of wools, the length of tare the	2 Weeks Summer
4.		gable for Title I programs, involved in this activity. 14 Summer from grades 2nd-6th
	Regular year from gredes	Summer from grades
5.	a. Indicate the number of participants in which pre-	and post evaluation is available.
	Bo, wlar year	Summer
٠	for almost 7 weeks, evaluated improvement and property or users below average	students were in symmer school watens mist were made by oral tests in skills and needs they lack
Ú,	Number of Periods Per Week	Leaves of hear and Period
;	. The merchanic spectral continuous than a Toronto	' 219

ERIC of selection; (2) To determine the meaning of a word from ERIC on ext. (2) To understand stated implied factual details 4) To perceive two mater of events and ideas or organize ideas; 5) To cualmate what is read

8. Present objective exite ce, wich as objectivitive surports, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the bisis for drawing conclusions about student progress and the success of the activity. The tables below are minimums. Leel free to submit such other data as may be pertion in to the evaluation of the activity.

TABLE 3. CHART OF AVERAGE ACHIEVENESS NOWS WITH GAINS SHOWN Name of test used. -

Co	molete	this	chart	only	where	tests	are used	for	evaluation	

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain
			· 	
	•			

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDEN'S PARTICIPATING IN TITLE LINSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for Il instructional activities.

No. of weeks between tests __

R Re, farive to Rs	- Ret	, ,	tes Su	- State	1; (C)	rele O	16.)		NUMI	31 R O	r stui	DEN IS	BZ, GI	15 78	LVEL
GAINS	K K	к	1	2	3	4	ς	6	7	8	9	10	11	12	TOTAL
1 () () () () () () () () () (-		2	3	3		1							9
						2	<i>'</i> -J'	/				: :			5
Mayer Diskin Fig. 151 (155) / Sc Fig. 101 (155)															
70 1 3 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4															
TOTAL															G. ord

TABLE 5, PRIOR AMERICAL MARIA GARAS OF STUDENTS PALARCIPATING MACHITIES

Complete for regular year reading and math only.

Fortula for Figure 1. From Gair 1

Processing yearly gon Prince grade new contraction = 1 See back of page 5

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1,51 %	<u> X </u>											
				ľ								4,41 ***

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INSTRUCTIONS FOR PAGE 3 - INSTRUCTIONAL ACTIVITIES

Item 8 contains 3 tables. Table 3 must be completed where pre and post testing is used for evaluation purposes. This would include all regular year instructional activities except in rare cases where permission has been granted. Otherwise, the tables show the average of achievement scores by grade. Be sure to indicate the name of the test used in the evaluation.

Table 4 MUST BE USED FOR ALL ACTIVITIES EVALUATED USING TRIS FORM. The standard indicated in the left hand column of goins should be used wherever possible in order to obtain uniform reporting of student gains throughout the state. If the evaluation is not made using a standardized test or a rating scale indicate on a separate sheet of paper the standards used to determine the categories of gains. Circle whether this is a regular year standard, rating scale standard or a summer standard. Indicate the number of students by grade level in each category and show the grand total in the lower right hand corner.

Table 5 indicates prior average yearly gains. It should be completed only for reading or mathematics in the regular year. The formula for figuring prior average yearly gains is shown immediately above the table. To determine the number of years in school for the formula exclude kinder, aften and include only those years of school which were involved prior to the pre-test. For example, a fifth grade student in fiscal year 1974 had a pre-test in the spring of 1973 of 3.4 while in the fourth grade. He had been in school four years. The formula would look like this

$$\frac{3.4 - 1}{4}$$

Thus his prior average yearly gain was .6 year's growth. If the pre test had been given in the fall of the fifth grade for this student, one would still only count the four prior years of school in the formula.

SUE THE OPERAL PART OF THE LACT OF PAGE 5 FOR HELP WITH TABLE 5.

SPECITE OFFICEL SCARLING SHELLS ARE MEEDED FOR REPORTING INFORMATION FROM 15. LO 2. 4, and 3. See the public school little I official for copies and internation.



Name of instructional activity evaluated in this report

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY - Continued

9. To what degree were the objectives of this activity reached? The objectives were fairly fulfilled. Most of the children showed little or some progress in the Reading activities. The main weakhesses of several students were lack of listening skills basic phonic skills learning of basic sight words, sentence sense, and interpretation.

10. Based on the evidence presented on Page 3 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

The children did improved somewhat in their ability to recognize the main idea or topic of a selection and oral reading expression. However, there was little improvement in organizing ideas because several failed to recognize common elements or related incidents to the main topicion the related inclaents to the multiplication.

Ing selection, and mattention to princtuation.

There was also little improvement in determining theory meaning in a story because of the students.

theory meaning in a story because of the students.

It Make recomplendation of changes needed for this activity.

Discussion with the regular year school teacher about the child's reading interests, needs, and any other important related information.

is always holiful.

is always helpful.

12. Describe any unique or innovative features of this activity.

Motivating exercises such as making projects together and group discussion about the children's personal experiences related to the reading selections were helpful.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Exposure to vocabulary wird cards, reading workbooks doing book reports and oral discussion or verbal texpression proved successful. additional activities such as viewing related films and movies using the tape recorder, and istening to stories on the record player created ERICE more meaningful reading interest for

INSTRUCTIONS FOR PAGE 4 - INSTRUCTIONAL ACTIVITIES

On the previous pages the objectives of the activity were shown. Also presented was the quantitative evidence of student progress. This information must be used as the basis for various comments on this page.

- 9. Describe the degree to which the objectives of the activity were reached. One method may be to indicate the percentage of students which reached the objective in contrast to those that partially reached it. There may have been a significant group which exceeded the objective or failed to meet it. Indicate such information here.
- 10. An evaluation is of no real value until conclusions are drawn regarding the successes of the activity being evaluated. Tables 3, 4 and 5 on page 3 and Item 9 on Page 4 pro ide the primary basis for drawing these conclusions. Professional observation may enter into the overall conclusions. In the conclusions please note reasons for exceeding or failing to meet the objectives of the activity. This item is important.
 - 11. Make recommendations of changes needed in this activity. Recommendations should be brought on by the conclusions formulated earlier in the outline and by such observational opportunities as the Title I staff and administration has had regarding activities carried on through the project period.
- 12. Good teachers often use unique or innovative procedures. Describe these procedures as they may be of help to other Title I projects.
- 13. There may be other pertinent information which might properly be included which reflect the effectiveness of the Title I activity. Included here might be alternate evaluation methods used, anecdotes if applicable, and special materials devised for use in a Title I activity.



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TABLE FOR FIGURING PRIOR AVERAGE YEARLY GAINS OF STUDENTS

(To be used for completing Table 5: This chart may be used in place of the formula for prior avarage years gain).

Grade at time of Posttest (Grade just completed)	Grade at Time of Pretest (No.of years in school	Pretest Scores for the categories (students falling into these pretest categories will be placed in the corresponding prior average year's gain columns.)						
		.070	.71 - 1.00	1.01 - 1.50	1.51 & Over			
1	Omít				·			
2	1	1.7 & Below	1.8 - 2.0	2.1 - 2.5	2.6 & Above			
3	2	2.4 & Below	2.5 - 3.0	3.1 - 4.0	4.1 & Above			
4	3	3.1 & Below	3.2 - 4.0	4.1 - 5.5	5.6 & Above			
5	4	3.8 & Below	3.9 - 5.0	5.1 - 7.0	7.1 & Above			
6	5	4.5 & Below	4.6 - 6.0	6.1 - 8.5	8.6 & Above			
7	6	5.2 & Below	5.3 - 7.0	7.1 -10.0	10.1 & Above			
8	7	5.9 & Below	6.0 - 8.0	8.1 -11.5	11.6 & Above			
9	8	6.6 & Below	6.7 - 9.0	9.1 -13.0	13.1 & Above			
					,			

Use the above table to determine the categories in which the students fall. For example, a fifth grade student with a pretest score of 4.6 and in school four years previously would be placed in the .71 - 1.00 category.





PROGRESS REPORT OUTLINE FOR THEF FINSTRUCTIONAL ACTIVITY CONTINUED REPORT OF STUDENTS WHICH DID NOT RECEIVE POST TEST FOR EVALUATION PURPOSES

1. Complete the table below snowing students who were present for a post test but do not have a pre test score given at the appropriate time. The student progress will be measured by comparing students post test score against the national norm for the student at the time of the post test.

TABLE 6

STUDENT INTHALS	POST TEST GRADL I QUIVALI NT SCORE	NATIONAL NORM * EXPECTED	DIFFERENCE + or -
N.1.	3.7	3.8	-,1
	~		
•			

* The National norm is from the test is amual and is dependent upon the time of year the test is given.

2. Please draw conclusions regarding student progress as shown by the above data.

